
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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No. 5

Social Aims, Methods, and Results in the Training of Salesmen and Clerical Workers

By Clay D. Slinker

Director of Business Education, Des Moines, Iowa

ABOUT two of every five pupils attending the secondary schools of America are studying some business subject. Yet any enumeration of salespeople and clerical workers will reveal that a much lower per cent of them have had any specific school training in the tasks they now perform. This condition indicates that education is only partly supplying a social service much needed by business and business workers.

Now the main purpose of any business enterprise is the making of profits. It is only reasonable to conclude that the main purpose of investing money, time, and energy in an education is to gain something—presumably an ability and a desire to do better the things people are expected to do.

In this commercial age, the greatest in the world's history, it is inevitable that most of us will at one time or another have part in

some business enterprise. The social need for commercial training grows out of the activities of business and the need for business understandings and business techniques.

Just as truly as business uses capital for the purpose of making profits, so should society use education as a means of serving its aims. All education should be judged by the added ability it gives to citizens to do the work they are expected to do in the kind of life they are expected to live.

The particular duties for which commercial education aims to train have to do first with the selling of commodities, services, and ideas, and second with the clerical work which is necessary in connection with these functions. The necessity for selling or exchange and the clerical work required therein is at the social basis of commercial education.

The most evident social contribution that

commercial education has made in America has been in its training in technical skill. The most positive evidences of this are found in the training of certain kinds of clerical workers and stenographers. While salesmanship has been taught in most of the larger commercial departments, the vocational aims in this subject are not so clearly defined nor so uniformly agreed upon as are those for teaching shorthand, typewriting, filing, or bookkeeping.

In training future clerical workers and salespeople, it is of economic and social importance that to some extent at least, vocational aptitudes may be discovered in advance and that pupils be guided into vocations in which they are most likely to succeed. The junior high school makes possible an exploration of the youth's interests. The school should not stop with exploration. It should provide training in fields for which taste and capacity are found. Guidance should result, of course, in sifting out those who do not seem to have qualifications which should enable them to succeed as clerical workers and salespeople. Life is too short and school days are too few to be gambled away on subjects the value of which to the individual is remotely contingent.

Before courses in salesmanship and clerical practice, or for that matter in any subject, are written, we should know first, whether the instruction thus provided for will add to the qualities for good citizenship, and second, whether it will add to the personal efficiency of the individual. No nation can long continue to be prosperous, or to advance culturally and socially, whose citizens are not vocationally and economically efficient. In this fact lies the justification of all vocational training at public expense. The school must aim to benefit society through the betterment of the individual.

While it is essential that the youth should be trained to perform the functions implied above, it is imperative that his training shall consist of something more than the technique of those functions. If commercial education is limited to the technique of specific processes, it is conceivable that the pupil may go about his work, in school and in later life, with purely selfish and materialistic aims and ideals, thus becoming, on account of the one-sidedness of his training, a socially undesirable person.

Training in salesmanship and in clerical work may easily degenerate into purely materialistic instruction. Yet if ideals are not lost sight of, instruction in these subjects may make valuable contributions to social growth and ethical standards.

The powers of education are apparently more keenly appreciated by private business interests than by state and national governments. Business concerns not only employ experts to train operatives in their establish-

ments, but they make great efforts to get speakers before the pupils for various purposes. By a nationally worked out plan speakers have been trained to give before school pupils addresses on various phases of the business of banking and on thrift. Chambers of commerce ask for opportunities to address pupils on clean-up week and other community problems. Others ask to speak on chain stores, life insurance, etc. And many are accepted because what they are expected to say is considered to be of more value than the lessons which the curriculum provides for the hour. Yet school authorities are not easily persuaded to so revise their curricula as to omit traditional formal subject matter and provide instruction in such subjects as salesmanship, clerical practice, and others vital to those who so soon must make a living.

Business is vitally interested not only in obtaining competent business help but in the development of business understandings so essential to the improvement of social and economic conditions. Scores of businesses which advertise nationally publish tracts or house organs containing articles on business behavior of employees, methods of increasing sales and extending service, methods of accounting, etc. Many stories and discussions in these periodicals vividly reveal the romance of business. In Des Moines business English classes, some fifty of these publications are regularly received, the articles listed and then distributed to other classes, where they are read and discussed by pupils in the subjects most concerned. Thus pupils in salesmanship, filing, accounting, commercial geography, business organization, etc. get direct stimulus from the country's most active business concerns.

Managers and department heads of business institutions may be induced to act as committee members or counselors with teachers for the working out of statements of duties to be performed on different business levels. More than thirty have worked with the Des Moines public school business teachers during the past year. They meet with us at monthly dinner sessions and take part in the discussion of problems of business service. They have coöperated in the listing of traits essential in selling and clerical work. Reports of this study will be mimeographed and placed in the hands of pupils and teachers, where they should stimulate the improvement of trait actions. They coöperate in working out plans for gaining business contacts and vocational experience for teachers and pupils; also in the placement of graduates, and in various other functions of the department.

Things that are to be done right or according to a given form must first be understood. The more thorough the understanding, the

(Continued on page 206)

Beware of the Ghost!

A Pointed Suggestion by Florence E. Ulrich

Editor, "Gregg Writer" Art and Credentials Department

MANY a conscientious teacher alive to the best interests of his pupils is finding difficulty during this season of economic disturbance in deciding upon the wisdom of curtailment in his usual list of desirable supplementary material and teaching accessories; and, when it seems that some measure of economy is essential, where it should begin and where end. No teacher who has reached the sympathetic understanding with his pupils that is essential to real professional success is ever blind to the economic problems and worries always present with many of the families represented in any school group. From time to time he is almost certain to have in his classes some pupils from homes in which every cent of income could have a dozen profitable uses. Not willingly would he add to the burdens of such homes by requiring the smallest expenditure not truly warranted by the good resulting therefrom. This is the normal attitude of the normal teacher, and it has the approval of every person worthy of a part in educational work.

There is a False Economy

This is no time for extravagance—but neither shall we serve the best interests of our pupils and those who send them to us by leaning backward in our attempts to economize and so handicap ourselves in the work that constitutes the real purpose of our employment. Pupils are not sent to school to save money. Schools are supposed to reflect *wise spending*. Educational accomplishment is the real objective for all concerned, and the parents who pay the bills are likely to be found both willing and able to supply whatever may be needed by their children for the best possible results in their training.

In times like these there is a considerable element of hysteria prevalent, and economists recognize that this in itself has contributed materially to the current unsettlement of business conditions. It is wholly beneficial that every one of us as far as possible maintain our normal and customary attitudes and so help to minimize disorder instead of adding to it. Indeed, the best thing for us to do at this time is to "be ourselves." We cannot afford to get panicky. We simply must increase efficiency, and, where we can, economize, if by doing so we do not lose in accomplishment more than we save. *Results and time* are still the main elements in our daily formula.

All of this is by way of introduction. Getting down to cases, some of our teachers who have pretty thoroughly organized their work to include the *Gregg Writer* have told us this year that they are trying to do without it because times are hard and pupils cannot afford to pay for the magazine. We are not going to discuss the value of the *Gregg Writer* to pupils and teachers—this is universally conceded. We do raise a question as to the wisdom and validity of the conclusion reached.

Have You Played "Judge"?

The *Gregg Writer* costs very little when measured by the necessary expenditures of the ordinary family even in these times, but the return from the investment is relatively large both in consideration of its cost and as compared with benefits derived from innumerable other expenditures made by and on behalf of pupils. No teacher who has been utilizing the services of the *Gregg Writer* need feel that in advising the purchase of the magazine subscription he is calling for an expense that should properly be avoided; instead he is doing exactly what he is employed to do—using his knowledge and experience for the real benefit of the pupils, and they will appreciate it just the same now as they did under more favorable economic conditions.

Let the Pupils Decide

Why not let your pupils decide for themselves whether or not they can afford a *Gregg Writer* subscription? You might approach them something like this:

First of all secure for yourself enough copies of the magazine to supply all the pupils and then open to a shorthand plate that they are now able to read. Carry on the work of reading for a few minutes and then call attention to the articles and the certificate tests, explaining how awards of certificates and prizes are given to them as markers of progress throughout the course. Convey to them some of the satisfaction to be had from holding these credentials and knowing that so far they have done—and done well—what is expected of them and are ready to go on. Show them the awards. Point out how and why each month's magazine will help equip them for better service after they finish the course and prepare them for some of the conditions to be met with in business that cannot be suc-

cessfully paralleled in the classroom in any other way. Create in them the desire for success and point out the necessity for having new fuel to keep the fire of that ambition burning brightly while they are doing the more prosaic studying and practicing that will be required of them.

Then tell them also, if you will, how much the magazine has contributed to the success of the students in other years, and add that you should like them to have its help also, even while you appreciate the difficulties that confront almost all of them this year and do not want to require anything that you feel they can successfully get along without. The *Gregg Writer*, remind them, has a special subscription price for students of only a dollar

a year—just ten cents a month for each one. Some of them—indeed many of them—will want the *Writer*, but if any feel that they should not spend the money to get it, they are free to do as they think best. Assure the students that you will make the best possible use of every issue, and that you know the *Gregg Writer* will help you make better stenographers of them.

Beware of the Ghost!

Do not let false notions of economy prompt you to turn out students who, through lack of proper and interest-bearing equipment, are inferior to the quality you are used to producing, lest their ghosts haunt you another year!



Aims of Secondary Education

Changes in Content of Courses Viewed as Needed

By W. F. Bond

Superintendent of Education, State of Mississippi

(Reprinted from the "United States Daily," by permission of author and publisher)

THE main objective of the public school system has been the preparation of boys and girls for college, on the theory that a college education is a panacea for all ills. The colleges have handed down to us the course of study and other requirements to be met and we have struggled manfully and sometimes blindly to meet them.

We have accepted these conditions and have gone ahead through the years with our mass production of high school graduates. The mortality has been very great indeed. Some fell out because they found the subjects exceedingly difficult to master. Some quit because they were not interested. Of the relatively few that finally finished the twelfth grade, some went to college, while the remainder tried to find places in the world about them.

In the future the main objective of the public school system will not be preparation for college, but preparation for citizenship of the highest order. Preparation for college will be incidental. This will mean that the following things must be done:

1. A good, practical, conservative system of vocational guidance beginning in the junior high school and extending a year or so beyond high school graduation. Every normal child is capable of being developed into a good citizen, but no two children are alike and we must, therefore, take into consideration individual differences. By talking confidentially with boys and girls, by interviews with their

parents and by bringing them into contact with successful business men and women, we can generally find out what place in life any of our students can fill best.

2. The course of study must be broadened. We shall continue to prepare our students for college, but in addition there will be courses in vocational education. There will be such courses leading to high school graduation in agriculture, home economics, bookkeeping, typewriting, stenography, salesmanship, and auto mechanics.

We will go on the theory that no child is "dull" in every respect. It will be our business to find along what lines each child is bright, and direct it into the course of study that will more nearly prepare it for the world in which it must live after it leaves school. Such a plan will increase the holding power of our schools and more boys and girls will be encouraged to take the entire course, for when they are graduated each one will know what he can do best and his training will have been in that direction.

There will be more happiness in the school-room, fewer misfits in life, and less unemployment. This change will not come very easily, because we are bound down by tradition to the system given to us by our forefathers, which was good enough in its time. The change will come, however, for it is already very evident that the need for such a change is very great. Wise use of the time our children spend in the public school will be conducive to wise use of time elsewhere.

Stenographic Requirements

THE accompanying stenographic requirement chart has been sent us by Mr. C. J. Newnam, head of the Commercial Department of the United Township High School, East Moline, Illinois.

In his letter of transmittal, Mr. Newnam says: "We have found a definite need in our commercial department for a stenographic requirement chart. The one enclosed meets our

An average of any five, five-minute dictations taken during the quarter will be used in making the speed grade for that quarter, or one dictation taken during the last two weeks of the school year may be used in reaching the yearly required speed, or a *Gregg Writer Transcription Test Certificate*.

A record of the final quarter's attainment of each student will be turned in to the head

Stenographic Requirement Chart

Subject	First Quarter					Second Quarter					Third Quarter					Fourth Quarter				
	Grade	Rate of Speed	Error Limit	Length of Test	Percentage	Grade	Rate of Speed	Error Limit	Length	Percentage	Grade	Rate of Speed	Error Limit	Length	Percentage	Grade	Rate of Speed	Error Limit	Length	Percentage
Beg. Typewriting	A	25	5	15		A	30	5	15		A	35	5	15		A	40	5	15	
	B	20	5	15		B	25	5	15		B	30	5	15		B	35	5	15	
	C	15	5	15		C	20	5	15		C	25	5	15		C	30	5	15	
Adv. Typewriting	A	45	5	15		A	50	5	15		A	55	5	15		Sup.	70	5	15	
	B	40	5	15		B	45	5	15		B	50	5	15		A	60	5	15	
	C	35	5	15		C	40	5	15		C	45	5	15		B	55	5	15	
Beg. Shorthand	A	40	10	5	95	A	50	13	5	95	A	60	15	5	95	Sup.	70	18	5	95
	B	30	8	5	95	B	40	10	5	95	B	50	13	5	95	B	60	15	5	95
	C	20	5	5	95	C	30	8	5	95	C	40	10	5	95	C	50	13	5	95
Adv. Shorthand	A	80	20	5	95	A	90	23	5	95	A	100	25	5	95	Sup.	120	30	5	95
	B	70	18	5	95	B	80	20	5	95	B	90	23	5	95	A	110	28	5	95
	C	60	15	5	95	C	70	18	5	95	C	80	20	5	95	B	100	25	5	95
Beg. Transcription											A	15				C	50	13	5	95
											B	12				A	70	18	5	95
											C	9				B	60	15	5	95
Adv. Transcription	A	21				A	24				A	27				Sup.	30			
	B	18				B	21				B	24				A	27			
	C	15				C	18				C	21				B	24			

Note: Students who make only the conditional passing grade at the end of the first year in either shorthand or typewriting, will be given credit for the year, but they will not be permitted to continue in the advanced subjects the following year.

When we are requested by prospective employers to recommend graduates for positions, only those students who have a "B" grade or better in speed will be considered.

needs satisfactorily. We realize, however, that it is not perfect and shall welcome the constructive criticisms of commercial teachers throughout the country."

In submitting the chart to us, Mr. Newnam explains the requirements of his school as follows:

Shorthand Requirements

Material dictated shall be new and of the same length, difficulty, and syllable intensity as the *Gregg Writer Transcription Tests*.

Papers are to be graded according to the Rules and Regulations governing the grading of *Gregg Writer Transcription Tests*.

of the Commercial Department, which will in turn be handed in to the office with the Commercial Department Report at the end of the school year. This information will assist in placing students in positions.

Quarterly grades will be based on the transcription of the dictation "takes" selected for grading (counting two-thirds per cent of the total grade), and on the quarterly tests and notebook work (one-third).

Typewriting Requirements

Material for copy shall be new and of the same difficulty and intensity as those published by the various typewriter companies.

Papers are to be graded according to the International Typewriting Contest Rules and an average of any five, fifteen-minute tests taken during the quarter will be used in making the speed grade for that quarter, or one test taken during the last two weeks of the school year may be used in reaching the yearly required speed.

Budget grades are to count one-third and speed grade two-thirds of the quarterly grade.

Budget information should be tested regularly, keeping in mind that, "A typing book is a textbook and not a copy book."

Transcription Requirements

Material used shall conform to *Gregg Writer* Transcription Test Rules, and the completed transcript shall be governed by International Typewriting Contest Rules.

A record of the final quarter's attainment of each student will be turned in to the head of the Commercial Department, which will in turn be handed in to the office with the Commercial Department Report at the end of the school year. This information will assist in placing students in positions.

Why Not Write Mr. Newnam Your Opinion?

A definiteness of objectives in the minds of those in charge of the administration of courses of study is to be highly commended. When constructive criticism of this definiteness is invited and welcomed with an open mind, an ideal condition exists with regard to standards of achievement.

It is hoped that some of our readers will correspond with Mr. Newnam and his associates and aid them in perfecting this chart.

TEACHERS' MEDAL TEST SPECIMENS DUE JANUARY 31!

USE THIS COPY

ENTHUSIASM

If you can't get enthusiastic about your work, it's time to get alarmed. Something is wrong.

Compete with yourself; set your teeth and dive into the job of breaking your own record.

No man keeps up enthusiasm automatically.

Enthusiasm must be nourished with new actions, new aspirations, new efforts, new vision.

It is a man's own fault if his enthusiasm is gone; he has failed to feed it.

And right here is the big reason why thousands of men hit high-water marks at thirty-five and then recede.

They can "do their work with their eyes shut," and that is the way they do it.

They have lost the driving power of enthusiasm.

They sleep at the switch. All they see in life is the face of the timeclock. All they hear is the quitting whistle.

If you want to turn hours into minutes, renew your enthusiasm.

—PAPYRUS.

Social Aims, Methods, and Results

(Continued from page 202)

more satisfactory should be the result. Those great statesmen who promoted the change of a lot of little Germanic principalities into a United Germany some hundred years ago, understood this. They realized that education must be used as an agency to serve society. Thus it is written that Germany's rise was "due, not to the works of statesmen nor to armies, but to the schoolmasters." The French Chamber of Deputies within the last decade spent at one time an entire month considering proposed changes in the secondary school curriculum. There the schools teach the purposes of the present government, explain the disad-

vantages of the old form, and the dangers of radicalism.

In the two instances cited, it must be admitted that the instruction is pragmatic and indoctrinated. To offset this it may be pointed out that the material and methods used served the purposes intended, namely, the promotion of the social and material betterment of society within the realms affected.

It must be obvious that limitations as to time and space do not permit here a detailed discussion of methods and results. Possibly enough has been said to suggest that the train-

(Concluded on page 215)

SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

ON November 9 the Boston School Committee elected Patrick T. Campbell superintendent of the Boston schools to succeed the late Dr. Jeremiah E. Burke. Mr. Campbell's well-deserved promotion is the climax of a long and successful professional career, nearly thirty-five years of which have been devoted to carrying on the traditions and raising the standards of the Boston schools.

After graduating from Harvard University in 1893, Mr. Campbell taught the classic languages in Medford High School. Four years later he qualified for teaching in the Boston schools and was appointed to the faculty of the famous Boston Latin School. The qualities that have always marked him as a man of destiny in the Boston school system manifested themselves early in his career. As junior master and faculty director of Athletics in Boston Latin School, his sympathetic understanding of boys won for him a place in the hearts of thousands of students that few teachers are ever able to achieve.

In 1920 Mr. Campbell's outstanding attainments made him the inevitable choice to fill the chair of Head Master in the school with which he had been so long and so successfully identified. His famous leadership of Boston Latin School gave Mr. Campbell the assistant superintendency of the Boston schools in 1929. His recent promotion to the superintendency is simply a natural recognition of his personal qualities and professional achievements.

Superintendent Campbell's broad vision and progressive educational views are revealed in the following remarks:

"I have seen three definite changes in public school education, all of which should be approved and fostered.

"One is the development of industrial education. My own experience as a teacher would make me an advocate of the classics, but I



Patrick T. Campbell
Superintendent of Boston Schools

believe it is a good thing to teach early in school industrial subjects to those who require them.

"Commercial education is another trend, and the third is vocational guidance.

"These new trends are desirable. Many young people are unable for financial reasons to plan a college education. Others would be wasting their time concentrating on abstract subjects because of their mental qualities.

"The responsibility of the school is tremendous. It must be careful not to make a draftsman of a poet or a poet of a draftsman."

It is a real privilege to be among the host to

wish Mr. Campbell well in this wider opportunity for service to the boys and girls in the Boston schools. We know that his administration will be a successful one.

RAY LYMAN WILBUR, Secretary of the Interior, has announced the appointment of Dr. David Segel, of Long Beach, California, to the position of specialist in educational tests and measurements in the research and investigation division of the Federal Office of Education.

Dr. Segel, who was born in Kansas, received his A. B. degree from the University of California, his M. A. degree from Teachers College, Columbia University, and his Ph.D. degree from Stanford University. He taught school in McPherson, Kansas; New Castle, Ohio; Holyoke, Colorado; Tracy, California; Clovis, California; and for the past seven years has been in the research department of the Long Beach City Schools.

It will be the duty of the new education specialist to conduct studies concerned with the construction and evaluation of tests and measures of pupil progress, efficiency of teaching, and adequacy of the school program; to administer measurement programs, interpret results, make administrative adjustments and

curriculum changes based on results of testing programs, and to cooperate with others in making studies in this field. Dr. Segel will also organize and conduct an information service for those interested in problems of tests and measurements; and advise and assist school officials in surveys or studies of school systems.

"**EMERITUS**" has been added this past summer to the title of Dean J. A. Bexell, of Oregon State College. And never was honor more fittingly bestowed, for by long and faithful work for over twenty years he has guided the School of Commerce at Corvallis to a leading place in the field. Dean Bexell was one of the early advocates of business education in the colleges. He has, as the resolutions of the State Board of Higher Education put it in commending his service to Oregon State, "exerted a directing influence in promoting sound, progressive, and economical methods of business management throughout the institution, having reorganized the college business office and served on various committees and commissions for promoting business methods, commercial education, and thrift throughout Oregon and the United States as a whole."

Before joining the faculty at Corvallis in 1908, Dean Bexell had been business manager and director of the School of Commerce of Utah Agricultural College; was already interested in the business side of farming.

The *Oregon State Monthly*, in announcing the retirement of Dean Bexell and his colleague, Dr. A. B. Cordley, of the School of Agriculture, assures us that it will not remove them from active service; each will continue to contribute in his respective field.

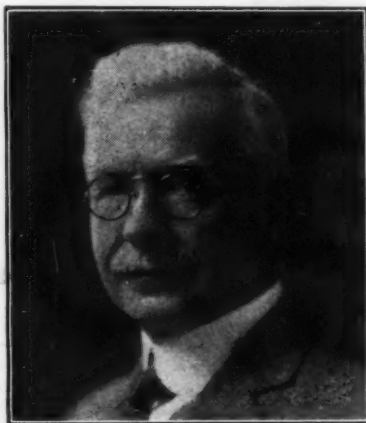
Dean Bexell has already given us a system of farm accounts standard in many parts of the country, a number of bulletins for the U. S. Bureau of Markets, and three commercial textbooks. With the additional time for study he now enjoys, we shall look for many further contributions from him.

STENOGRAPHY is one of the most important subjects in the high school commercial course according to figures revealed in the recently completed Graduate Survey directed by George S. Murray, of the Com-

mercial High School, New Haven, Connecticut (Walter B. Spencer, Principal). Questioning 780 girl graduates of the 1921 to 1930 classes, it was found that 33 per cent of them became stenographers immediately upon graduation, while 66 per cent reported requiring shorthand in carrying on their business duties.

In the report, stenography was exceeded in use only by typing and filing. Boys do not use stenography to any such degree, only 3 per cent reporting positions as stenographers, while 31 per cent did use the subject in their work. Not only did the girls use shorthand, but 21 per cent were of the opinion that the present

two-year course in the subject was not sufficient, and proposed that more be added. Twelve per cent of the boys concurred in this. Two per cent of the girls and 5 per cent of the boys apparently had difficulty in getting passing grades while in school, for they said the amount should be reduced. No girl or boy whose dominant experience has been as a stenographer was in favor of reducing the shorthand course.



J. A. Bexell

Dean Emeritus, Oregon State College

M. E. Studebaker announces this month. The median score of the class will determine the winner in the various events to represent that school in the final State Contest at Muncie on April 30. Full plans are being mailed to all Indiana teachers early in January.

THE Blair-Higley Business University, located at 1029 West First Avenue, Spokane, Washington, is a new institution only in the sense that it was recently organized. The two men whose names their institution bears are simply returning to a field in which each has a long record of successful experience in preparing young men and young women for business careers.

Spokane will have reason to congratulate itself on having this source from which to recruit its office workers and future business men and women. The high professional standards and business integrity of the men who will direct the affairs of the new school are widely known and are sure to be reflected in the service to be rendered to their community by the Blair-Higley Business University.

CONVENTIONS

Digests of State Meetings

Arizona

ARIZONA EDUCATION ASSOCIATION, Commercial Section, Phoenix, Arizona, November 13-14, 1931. Chairman, T. B. Krouskup, Union High School, Casa Grande.

Speakers:

Robert I. LaDow, Phoenix Junior College, Phoenix—THE ANALYTICAL METHOD OF TEACHING SHORTHAND; Frances Effinger-Raymond, Manager, Gregg Publishing Company, San Francisco—SOCIAL ASPECTS OF COMMERCIAL EDUCATION; Ralph Masteller, Arizona State Teachers College, Tempe—RECENT TRENDS OF COMMERCIAL EDUCATION IN TEACHER TRAINING INSTITUTIONS.

New Officers:

CHAIRMAN, Commercial Section: Robert I. LaDow, Phoenix Junior College, Phoenix

Colorado

COLORADO EDUCATION ASSOCIATION, Southern Division, Pueblo, Colorado, October 29, 1931.

Speakers:

H. E. Barnes, Barnes Commercial School, Denver—ESTABLISHING CLOSER CONTACTS WITH BUSINESS; Wilbur York, South-Western Publishing Company, Cincinnati, Ohio—SOME VALUES OF COMMERCIAL EDUCATION.

New Officers:

PRESIDENT: Gladys Reynolds, Rocky Ford High School, Rocky Ford, Colorado
VICE-PRESIDENT: Paul M. Jones, Pueblo High School, Pueblo, Colorado
SECRETARY-TREASURER: Vinton Curry, High School, Trinidad, Colorado

Connecticut

NEW ENGLAND HIGH SCHOOL COMMERCIAL TEACHERS ASSOCIATION, Commercial and Secretarial Sections, Hartford, Connecticut, November 7, 1931.

Speakers:

Orton E. Beach, Head of Commercial Department, High School, Lowell, Massachusetts—OFFICE PRACTICE WITH SPECIAL REFERENCE TO SECRETARIAL TRAINING; Frank H. Ash, Head of the Department

of Commercial Teacher Training, State Normal School, Danbury, Connecticut—THE TEACHING OF BOOKKEEPING: ARE THE OUTCOMES VOCATIONAL OR EDUCATIONAL; Susan J. Ginn, Director, Department of Vocational Guidance of the Boston Public Schools, Boston, Massachusetts, FACTS AND IMPLICATIONS WITH REGARD TO A FIVE-YEAR STUDY (concerning the work engaged in by girls who had graduated from nine Boston high schools in 1924); Mildred Hood, Newton High School, Newtonville, Massachusetts—ELIMINATING FAILURE IN LEARNING SHORTHAND THROUGH THE USE OF PROGNOSTIC TESTS AND SPECIAL GUIDANCE; Glenn C. Kingsbury—TYPE-WRITING AND THE TRANSCRIPTION OF SHORTHAND NOTES—PRINCIPLES AND METHODS.

New Officers:

PRESIDENT: Mrs. Marion F. Woodruff, High School, Gloucester, Massachusetts
FIRST VICE-PRESIDENT: Roderick K. Stanley, Weaver High School, Hartford, Connecticut
SECOND VICE-PRESIDENT: C. W. Hastings, Central High School, Manchester, New Hampshire
SECRETARY: W. O. Holden, High School, Pawtucket, Rhode Island
TREASURER: Joseph Cantalupi, High School, Everett, Massachusetts
ASSISTANT TREASURER: Ray Burke, Arlington, Massachusetts

Delaware

DELAWARE STATE EDUCATION ASSOCIATION, Commercial Section, Dover, Delaware, November 14, 1931.

Speaker:

Louis A. Leslie, Gregg Publishing Company, New York City—MODERN METHODS OF TEACHING SHORTHAND.

New Officers:

PRESIDENT: Chester Dickerson, Laurel High School, Laurel, Delaware
VICE-PRESIDENT: Ella Gibb, Caesar Rodney High School, Wyoming, Delaware
SECRETARY: Adele Evans, High School, Dover, Delaware

Idaho

IDAHO EDUCATION ASSOCIATION, Commercial Section, Boise, Idaho, November 26-28, 1931.

Speakers:

Dean Thornton, Head of Commercial Department, High School, Lewiston, Idaho—PLACE OF COMMERCIAL EDUCATION IN JUNIOR HIGH SCHOOL; J. A. Ziebarth, Head of Commercial Department, High School, Poca-

tello, Idaho—EFFECT OF RECENT OBJECTIVES IN COMMERCIAL EDUCATION ON COMMERCIAL CONTESTS; *Walter Clay Hiatt*, South-Western Publishing Company, Cincinnati, Ohio—PRESENT AND FUTURE NEWS REELS AND COMMERCIAL TRAINING; *George E. Denman*, Superintendent of Schools, Burley, Idaho—PLACE OF VOCATIONAL SUBJECTS IN THE NEW CURRICULUM; *Dewey Briscoe*, Head of Department of Commerce, High School, Burley, Idaho—ACCOMPLISHMENTS IN REVISION OF STATE COURSE OF STUDY IN COMMERCE.

New Officers:

PRESIDENT: Madelin Wall, High School, Mt. Home, Idaho
VICE-PRESIDENT: Vina Jasper, High School, Meridian, Idaho
SECRETARY: Dean C. Goodsell, High School, Shelley, Idaho

Illinois

ILLINOIS HIGH SCHOOL COMMERCIAL ASSOCIATION, Urbana, Illinois, November 20, 1931.

Speakers:

Walter S. Monroe, College of Education, University of Illinois, Urbana—WHAT THE CLASSROOM TEACHER CAN DO WITH OBJECTIVE MEASUREMENT; *R. W. Fairchild*, School of Education, Northwestern University, Evanston—COMMERCIAL EDUCATION FROM THE ADMINISTRATOR'S POINT OF VIEW; *H. J. Randall*, State Teachers College, Whitewater, Wisconsin—STANDARDS AND ACHIEVEMENT IN COMMERCIAL EDUCATION IN WISCONSIN; *H. G. Shields*, Assistant Dean, School of Commerce, University of Chicago—THE NEXT STEP IN COMMERCIAL EDUCATION IN ILLINOIS.

New Officers:

PRESIDENT: *H. G. Shields*, Asst. Dean, School of Commerce, University of Chicago, Chicago, Illinois
VICE-PRESIDENT: *T. L. Hunter*, High School, Aurora, Illinois
SECRETARY: *Emma Francis*, Southern Illinois State Normal College, Carbondale, Illinois
TREASURER: *Leslie Jamison*, Manual Training High School, Peoria, Illinois

ILLINOIS VOCATIONAL ASSOCIATION, Chicago, Illinois, November 7, 1931.

Speakers:

Jane Church, Illinois State Normal University, Normal—VOCATIONAL GUIDANCE IN COMMERCIAL OCCUPATIONS; *Lloyd E. Greiner*, Champaign High School, Champaign—TESTS AND MEASUREMENTS AS TEACHING AIDS IN BOOKKEEPING; *Fredonia J. Ringo*, Educational Director, Mandel Brothers, Chicago—SALESMANSHIP AS A VOCATION; *D. D. Lessenberry*, Department of Commercial Education, University of Pittsburgh, Pittsburgh, Pennsylvania—DEVELOPING A TEACHING MODE; *Lula Comerford*, Westcott Junior High School, Chicago—DEVELOPMENTS IN THE FIELD OF TYPEWRITING IN THE JUNIOR HIGH SCHOOL.

Indiana

INDIANA STATE TEACHERS ASSOCIATION, Indianapolis, Indiana, October 23 and 24, 1931.

Speakers:

R. G. Walters, Grove City College, Grove City, Pennsylvania—THE PLACE AND CONTENT OF THE HIGH SCHOOL COURSE IN SALESMANSHIP; *J. Marvin Sipe*, High School, Union City, Indiana—OBSERVATIONS FROM A STUDY OF BOOKKEEPING PAPERS OF THE INDIANA STATE COMMERCIAL CONTESTS, 1928-1929; *Anna Marie Yates*, High School, Muncie, Indiana—AN INDIVIDUAL STUDENT PLAN OF TEACHING BOOKKEEPING; *R. F. Webb*, State Teachers College, Indiana, Pennsylvania—PROBLEMS IN TEACHING TYPEWRITING.

New Officers:

PRESIDENT: *Cecil Puckett*, Shelbyville High School, Shelbyville, Indiana
VICE-PRESIDENT: *Charles B. Young*, High School, Crawfordsville, Indiana
SECRETARY: *Beatrice Crowe*, High School, Columbus, Indiana

Iowa

IOWA STATE EDUCATIONAL ASSOCIATION, Commercial Section, Des Moines, Iowa, November 13, 1931. President, *Clara Foss*, North High School, Des Moines, Iowa.

Speakers:

George A. Parks, Assistant Secretary, Bankers Life Insurance Company, Des Moines, Iowa—WHAT DOES THE BUSINESS WORLD EXPECT OF THE HIGH SCHOOL GRADUATE; *Clay D. Slinker*, Director of Business Education, Board of Education, Des Moines, Iowa—BUSINESS TRAINING? BUSINESS IDEALS, AND BUSINESS PRACTICE; *Kathryn Munkhoff*, Grant High School, Cedar Rapids, Iowa—SHORTHAND AND PROBLEMS SOLVED ON REQUEST; *W. F. Clark*, Washington Irving Junior High School, Des Moines, Iowa—MATERIAL AND METHODS USED IN JUNIOR BUSINESS TRAINING; *O. R. Wessels*, Thomas Jefferson High School, Council Bluffs, Iowa—PROBLEMS IN TEACHING BOOKKEEPING.

New Officers:

PRESIDENT: *Bessie A. Young*, High School, West Waterloo, Iowa
SECRETARY: *D. R. Easter*, East High School, Des Moines, Iowa

SOUTHWESTERN IOWA TEACHERS' ASSOCIATION, Commercial Section, Council Bluffs, Iowa, October 16, 1931.

Speakers:

James J. Jones, Gregg Publishing Company, Chicago—BASES OF THE JUNIOR COMMERCE CURRICULUM; *Mina E. Hubbell*, South High School, Omaha, Nebraska—OFFICE TRAINING—WHY A POPULAR COURSE; *F. E. Walsh*, Dean of Commerce, Creighton University, Omaha, Nebraska—BUSINESS SURVEYS.

Kansas

KANSAS CITY COMMERCIAL TEACHERS CLUB, Kansas City, Missouri, November 7, 1931. Chairman: *Frank J. Kirker*, Junior College, Kansas City, Missouri.

Speakers:

John O. Malott, Specialist in Commercial Education, Bureau of Education, Department of Interior, Washington, D. C.—RECENT DEVELOPMENTS IN COMMERCIAL EDUCATION; *Lloyd L. Jones*, Gregg Publishing Company, Chicago—THE JUNIOR COMMERCE COURSE; *Harry Collins Spillman*, Education Director, Gregg Publishing Company, New York City—GREETINGS from John Robert Gregg; *J. F. Sherwood*, Sales Manager, South-Western Publishing Company, Cincinnati, Ohio—TRENDS IN BUSINESS; *George Melcher*, Superintendent of Schools, Board of Education, Kansas City, Missouri—COMMERCIAL EDUCATION.

KANSAS STATE TEACHERS ASSOCIATION, Commercial Section, Wichita, Kansas, November 5-6, 1931.

Speakers:

E. A. Zelliot, Director Teacher Training, University of Denver, Denver, Colorado—TRENDS IN COMMERCIAL EDUCATION; *Lloyd L. Jones*, Gregg College, Chicago, Illinois—GENERAL BUSINESS TRAINING; *J. I. Sherwood*, South-Western Publishing Company, Cincinnati, Ohio—TRENDS IN BUSINESS; *J. O. Malott*, Specialist in Commercial Education, Department of Education, Washington, D. C.—A STATE PROGRAM FOR COMMERCIAL EDUCATION; *Dr. Frank Stockton*, Dean, School of Business, University of Kansas, Lawrence, Kansas—THE MODERN COMMERCIAL DEPARTMENT; *Harry Collins Spillman*, Gregg Publishing Company, New York City—PERSONALITY IN BUSINESS; *J. O. Malott*, Specialist in Commercial Education, Department of Education, Washington, D. C.—WHAT A COMMERCIAL TEACHERS ASSOCIATION CAN DO FOR THE COMMERCIAL TEACHER; *John Fields*, Governor, Federal Land Bank, Wichita—BUSINESS.

New Officers:

PRESIDENT: *John Lund*, High School, Topeka, Kansas
VICE-PRESIDENT: *J. V. Massey*, Teachers College, Pittsburg, Kansas
SECRETARY-TREASURER: *Bessie Snyder*, High School, Manhattan, Kansas

Louisiana

LOUISIANA TEACHERS ASSOCIATION, Commercial Section, Baton Rouge, Louisiana, November 13, 1931.

Speakers:

J. F. Sherwood, Sales Manager, South-Western Publishing Company, Cincinnati, Ohio—ACCOUNTANCY—AN ESSENTIAL SUBJECT IN THE COMMERCIAL COURSE; *Lloyd L. Jones*, The Gregg Publishing Company, Chicago, Illinois—THE RAPID DEVELOPMENT OF JUNIOR BUSINESS COURSES; *Ruby V. Perry*, Principal, Allen High School of Commerce for Girls, New Orleans—PROBLEMS IN COMMERCIAL EDUCATION—Round Table discussion.

New Officers:

PRESIDENT: *R. H. Agate*, South-Western Louisiana Institute, Lafayette, Louisiana
VICE-PRESIDENT: *Mary Kolb*, Allen High School of Commerce, New Orleans, Louisiana
SECRETARY: *Mina I. Jones*, Allen High School of Commerce, New Orleans, Louisiana

Missouri

MISSOURI STATE TEACHERS ASSOCIATION, Commercial Section, St. Louis,

November 13, 1931. Chairman, *Minnie Vavra*, Cleveland High School, St. Louis.

Speakers:

F. H. Etwell, School of Business, University of Wisconsin, Madison—THE TEACHING OF BOOKKEEPING; *Harry C. Spillman*, Director of Educational Service, The Gregg Publishing Company, New York City—HUMANIZING THE TEACHING OF COMMERCIAL SUBJECTS; *W. G. Mueller*, Director of College Relations, The Bell Telephone Company, St. Louis—PLACEMENT AND TRAINING IN INDUSTRY; *J. O. Malott*, Specialist in Commercial Education, Bureau of Education, Department of the Interior, Washington, D. C.—SIGNIFICANT DEVELOPMENTS IN COMMERCIAL EDUCATION.

New Officers:

PRESIDENT: *J. D. Delp*, State Teachers College, Springfield, Missouri
VICE-PRESIDENT: *R. D. Shrewsbury*, Hadley Vocational School, St. Louis, Missouri
SECRETARY-TREASURER: *Mrs. Fleta Childs Petrie*, High School, Joplin, Missouri

Place and Date of Next Meeting:

Kansas City, Missouri, November, 1932.

New York

COMMERCIAL EDUCATION ASSOCIATION OF NEW YORK CITY AND VICINITY, Hotel Pennsylvania, New York City, November 7, 1931.

Speakers:

Ethel A. Rollinson, Columbia University Extension Division; *Dr. Maurice Rogalin*, Principal, Jamaica Training School, New York; *William Jansen*, Assistant Director, Bureau of Reference, Research and Statistics, New York City Board of Education—DIAGNOSTIC TESTING AND REMEDIAL TEACHING.

Sectional meetings were held where this topic was discussed in its relation to SHORTHAND, SALESMANSHIP, ACCOUNTING, LAW, BUSINESS MATHEMATICS, ECONOMICS, ECONOMIC GEOGRAPHY, COMMERCIAL ART, and also from the point of view of ADMINISTRATION AND TEACHER TRAINING. These discussions will be published and made available to members in the Year Book, which will contain a full report of the papers read.

The various commercial education associations of New York met in conjunction with the C. E. A., including the New York City Gregg Shorthand Teachers' Association.

NEW YORK STATE EDUCATION ASSOCIATION, Schenectady, October 22, 1931. Chairman, *Edwin B. Piper*, High School, Albany.

Speakers:

Harry C. Spillman, The Gregg Publishing Company, New York City—HUMANIZING COMMERCIAL TEACHING; *Louis A. Leslie*, The Gregg Publishing Company, New York City—MODERN METHODS OF TEACHING SHORTHAND; *Clyde O. Thompson*, Commercial High School, Mount Vernon—SOME METHODS AND OBJECTIVES IN BUSINESS ARITHMETIC; remarks by *Clinton A. Reed*, Supervisor of Commercial Education, State Education Department, Albany.

New Officers:

PRESIDENT: *Harry B. Myers*, High School, Poughkeepsie, New York
SECRETARY: *Florence Karner*, Mt. Pleasant High School, Schenectady, New York

NEW YORK STATE EDUCATION ASSOCIATION, Buffalo, November 6, 1931. Chairman, *Roswell F. Clukey*, High School, Tonawanda.

Speakers:

H. Hugh Sproul, Director, Teacher-Training Department, State Normal School, Salem, Massachusetts, an address; *Catherine F. Nulty*, University of Vermont, Burlington, Vermont—SOCIALIZED AIMS IN COMMERCIAL EDUCATION; *Louis A. Leslie*, Gregg Publishing Company, New York City—talk on THE GREGG WRITER; *C. A. Reed*, Supervisor of Commercial Education, State Education Department, Albany—NEW ELEMENTARY BUSINESS SYLLABUS. Discussions on SHORTHAND AND TYPEWRITING by *Doris Williams*, High School, Batavia; BOOKKEEPING by *Helew Laydon*, High School, Niagara Falls; COMMERCIAL LAW by *Mary M. Soul*, Hutchinson High School, Buffalo; ECONOMIC GEOGRAPHY by *Helew Suckler*, High School, North Tonawanda; ELEMENTARY BUSINESS TRAINING by *Juvenelia Caseman*, Hutchinson High School, Buffalo; SALESMANSHIP AND BUSINESS ENGLISH by *Bernard Shilt*, Hutchinson High School, Buffalo.

New Officers:

PRESIDENT: *Agnes Eckberg*, High School, Jamestown, New York
VICE-PRESIDENT: *Richard Ford*, High School, Lackawanna, New York
SECRETARY: *Evelyn Keim*, High School, Niagara Falls, New York

NEW YORK STATE EDUCATION ASSOCIATION, Rochester, October 30-31, 1931. Chairman, *David B. Brady*, John Marshall High School, Rochester.

Speakers:

Ethel L. Newman, Charlotte High School, Rochester—MOTIVATING SHORTHAND; *C. E. Rowe*, Director of Commercial Education, Board of Education, Wilkesburg, Pennsylvania—REMEDIAL MEASURES IN TYPEWRITING; *T. H. Sanders*, Professor of Accounting, Harvard University, Cambridge, Massachusetts—REMEDIAL MEASURES IN BOOKKEEPING; *H. I. Good*, Hutchinson High School, Buffalo—A NEW VIEW OF COMMERCIAL LAW; *Professor Earl B. Taylor*, University of Rochester, Rochester—THE OBJECTIVES OF COMMERCIAL EDUCATION IN THE PUBLIC SCHOOL FIELD; *Clinton A. Reed*, Supervisor of Commercial Education, State Education Department, Albany—THE AIMS OF THE STATE DEPARTMENT IN SYLLABI REVISION.

NEW YORK STATE EDUCATION ASSOCIATION, Central Zone, Syracuse, October 23, 1931. Chairman, *Robey W. Johnson*, Vocational High School, Syracuse.

Speakers:

George H. VanTuyll, Evander Childs High School, New York City—ARITHMETIC; *Clinton A. Reed*, Supervisor of Commercial Education, State Education Department, Albany—NEW SYLLABUS IN ELEMENTARY BUSINESS TRAINING.

South Dakota

SOUTH DAKOTA EDUCATIONAL ASSOCIATION, Commercial Section, Mitchell, South Dakota, November 23-24, 1931. President, *W. H. Zimmerman*, High School, Brookings, South Dakota.

Speakers:

G. H. Parker, High School, Sioux Falls, South Dakota—THE DIRECT METHOD OF TEACHING TYPE-

WRITING; *Marie Crossland*, High School, Brookings, South Dakota—THE DIRECT METHOD OF TEACHING SHORTHAND; *Professor H. G. Shields*, Assistant Dean, School of Commerce and Administration, University of Chicago, Chicago, Illinois—THE ECONOMIC BASIS OF COMMERCIAL EDUCATION.

New Officers:

PRESIDENT: *Carol Mereness*, High School, Mitchell, South Dakota
VICE-PRESIDENT: *Merle Trickey*, Northern Normal and Industrial School, Aberdeen, South Dakota
SECRETARY: *Andrey Gass*, High School, Chamberlain, South Dakota
TREASURER: *Dorothy Travis*, High School, Pierre, South Dakota

Tennessee

COMMERCIAL TEACHERS ASSOCIATION, Memphis, Tennessee, November 14, 1931. Chairman, *George A. Macon*, Director of Commercial Education, Board of Education, Memphis, Tennessee.

Speakers:

Lloyd L. Jones, Gregg Publishing Company, Chicago, Illinois—THE JUNIOR BUSINESS EDUCATION COURSE; *J. F. Sherwood*, Sales Manager, South-Western Publishing Company, Cincinnati, Ohio—ACCOUNTANCY IN THE HIGH SCHOOL.

Texas

TEXAS STATE TEACHERS ASSOCIATION, Commercial Association, Amarillo, Texas, November 26-28, 1931.

Speakers:

W. E. Lockhart, State Teachers College, Canyon, Texas—ENRICHMENT OF COMMERCIAL PROGRAMS THROUGH COOPERATION WITH BUSINESS FIRMS; *Mrs. G. F. Taylor*, Head of Commercial Department, High School, Amarillo, Texas—CHARACTER EDUCATION IN THE COMMERCIAL DEPARTMENT; *Lloyd L. Jones*, The Gregg Publishing Company, Chicago, Illinois—BASES OF THE JUNIOR COMMERCE CURRICULUM.

New Officers:

PRESIDENT: *J. G. Whittmayer*, Head of Commercial Department, High School, Fort Worth, Texas
SECRETARY: *S. H. Sinclair*, High School, Vernon, Texas.

Washington

WASHINGTON EDUCATIONAL ASSOCIATION, Northwestern Division, Bellingham, October 19-20, 1931.

Speakers:

Professor Frank H. Hamack, and *Professor Charles J. Miller*, Department of Commerce, University of Washington, Seattle, Washington.

WASHINGTON EDUCATIONAL ASSOCIATION, Seattle, October 23, 1931.

Speakers:

Cora L. Smith, High School, Everett, Washington—

(Continued on page 238)

EDITORIAL COMMENT

ON SUNDRY TOPICS

Quick, Henry, Page the

SOMEWHERE along the corridor of time—within the period of typewriting history, of course—someone enunciated the dictum that two spaces should follow a colon. This dictum was immediately accepted the same as two and two make four, as “always has been so and always will be so.” It became a fetish to be worshipped faithfully and fervently. Think of the misery, the tears, the sleepless nights, the discouragements, the inferiority complexes, the upholding of hands in horror that so inconsequential a detail has entailed through the years. Daphne, having completed an otherwise “perfect copy” of a typing exercise, suddenly discovers that she has failed to space twice after that unutterably diabolical colon, which she is sure was introduced into the exercise with Machiavelian craftiness merely for the purpose of “catching” her. The joy of achievement vanishes. The day that was brilliant with sunshine darkens with ominous clouds (predictable teacher’s wrath), her mind is filled with somber forebodings of a sinister future—for she knows that she will have to “peck” the thing out on the typewriter again, letter by letter. Let us draw the curtain on Daphne’s tragedy and “get back to our muttons,” as Shakespeare would say.

Little did we think when we made a perfectly obvious and logical change in the rule about spacing after the colon, in our series of new typing books, that we should be bombarded by our readers with a barrage of “why’s.” Now, the question “Why?” or even “But why?” is a perfectly good one. It demonstrates an eager thirst for knowledge. It is one of the most frequently propounded questions in a child’s experience. It is through this question that he learns to interpret the surroundings in which he finds himself; learns about things inexplicable to him. After a while he learns not only to ask himself the question but to find the answer, if possible. It was something of this sort that inspired us to make a “research.”

In the first place, we reasoned it out in a manner we thought logical. It occurred to us that the form of a punctuation mark must have some bearing on its meaning. Punctuation marks were introduced to help us in interpreting written or printed matter much after our manner of vocal expression, the inflections of our voice, or pauses in reading or speaking. If spacing were to be used as a means of interpretation, in addition to the form of a punctuation mark, we should have to place one space after a comma, two after a semicolon, three after a colon, and four after any full stop. Though logical, that scheme seemed to be rather inconvenient on the whole! When the logical mind starts on a worthy enterprise it adopts the objective of the Canadian mounted police—“Get your man.”

Typewriting, when we come to think of it, is merely another form of printing. Printing, of course, is not subjected to the limitations that typing is; there is in it a far wider range of opportunity for vivid impression; but in such matters as punctuation marks there can be no conflict. Two of the most authoritative printing style books, those of the Chicago University Press and the Princeton University Press, make no distinction in the spacing after internal punctuation marks except so far as it is modified by the “justifying” of lines. The comma, the colon, and the semicolon are all treated alike. A punctuation mark at the end of a sentence is naturally followed by a little wider spacing, owing to the fact that generally it is followed by a capital letter. Evidently the idea is that appearance is improved—as it certainly is. When we encounter the colon preceding a formal statement that begins with a capital letter, we naturally have a different situation, and for the sake of artistic appearance we can treat it in the same manner as a period, exclamation, or interrogation mark. There is no more reason why we should place two spaces after an internal punctuation mark than there is for saying “at the present time,” or

"joined together." In doing so we become redundant or tautological—take your choice.

Now if anyone has anything more to say about this, let him speak up or "forever hold his peace."

While we are on this subject of punctuation, let us discuss briefly the hyphen and the dash. Nearly all style books lay down the rule that a hyphen showing the division or separation of a word at the end of a line should not be followed by hyphens on succeeding lines. In printing that is a perfectly feasible rule, because the spacing between words in printing can be made variable. In typing, this variability in spacing is impractical. Let us see how this rule would apply in practical typing.

Suppose we have written a good part of a page and we find hyphens needed at the ends of two succeeding lines. What shall we do? Rip the paper out of the machine and start over again—or merely be sensible? The *New York Times* is one of the best-printed newspapers in America. The other morning the writer of this editorial noted hyphens at the ends of five succeeding lines. He looked about, expecting the heavens to fall—but they did not. It appears as if there is no use discussing this rule further.

The dash is usually indicated in typing by two succeeding hyphens. This is just a random thought, but what are we going to do about it when it occurs at the end of a line—two succeeding hyphens at the end of one line!

Suppose that, to add further to the difficulty, the two hyphens would overrun the right margin? The answer to this is, just let them stick out in the margin as a staff on which to hang the flag of independence.

Some of our contemporary typing texts recommend that the dash in such a situation should be placed at the beginning of the line, which may be a necessity on occasion, but should hardly be a rule. To make the sense click quickly, the dash should be placed immediately after the part of the sentence preceding it. Who wants to make a dash after a street car once it is out of range?

In all these matters of punctuation, spacing, placement on the page, etc., we should be adaptable. If our work is neat and conforms measurably to the conventions of writing or printing, we should not worry about it. If we had plenty of time to write and rewrite a letter or other typewritten material, we could doubtless make it conform, within reason, to a mathematical formula. But the necessity of expedition in business makes it imperative that we be practical. The laws of the Medes and Persians were unchangeable, but we cannot apply any such precision to an art like typewriting—that is, and hold our jobs.

When a business man is in a hurry to get a letter or a contract off on the Twentieth Century Limited, he is not going to worry about an obtrusive dash or a vertical chorus of "yes-yes" hyphens.

—R. P. S.



Standard Gregg Shorthand and Typing Tests

FOR several years the Gregg Publishing Company has prepared a series of standard shorthand tests for use in inter-school contests. Last year the company added a series of standard typing tests to take the place of the tests that had been issued for many years by Mr. J. N. Kimball in connection with the Annual International Typewriting Contests, which were discontinued in 1930.

The Gregg Standard Tests are not to be confused with the monthly transcription tests and the Competent Typist speed tests supplied each month of the school year by the *Gregg Writer*.

Purpose of the Standard Tests

The Gregg Standard Tests represent one of several types of Gregg Service in the field of commercial education. The tests meet the need for standardization of the subject matter used in local, county, district, and state inter-school contests throughout the country.

The knowledge that new standard, dependable tests in shorthand and typing are available each year and may be obtained immediately upon application by authorized contest committee chairmen stimulates the holding of annual contests and greatly facilitates the preliminary work of the contest committees.

To Whom Sent

The tests are sent only to authorized chairmen of contest committees upon receipt from them of information as to the name of the contest, the place, and the date on which the event is to be held. Tests are sent in sealed envelopes, and are not to be opened until the time of the contest, and in the presence of all the members of the committee.

Description of the Shorthand Tests

A complete set of Standard Gregg Shorthand Tests consists of seven business-letter tests and seven literary-matter tests marked

for reading at 60, 70, 80, 90, 100, 110, and 120 "standard" words a minute. These tests, with one exception, are five minutes in length, and the material is selected from matter of ordinary difficulty. Exception: the 60-word test contains an additional paragraph of 50 words for those schools wishing a 350-word test instead of a 300-word test.

Three Sets of Shorthand Tests

Inasmuch as students take part in three types of contests—local, district, and state—three complete sets of tests have been provided. Each set is printed in a separate pamphlet. The three sets are for use as follows:

- Set No. 1 for local, county, or subdistrict contests
- Set No. 2 for district or sectional contests
- Set No. 3 for state or final contests.

Two Special Features

In all the shorthand tests the third and fourth minutes fall at the end of sentences. This plan has been used to meet the requirements of those schools wishing three-minute or four-minute tests instead of five-minute tests.

Beginning with the 1932 tests, the "standard word" of 1.4 syllables will be used in counting all the shorthand test material. For example, the 80-words-a-minute test, instead of being counted in quarter minutes of 20 actual words, as heretofore, will be counted in quarter minutes of 28 syllables (20×1.4 syllables).

Free Medals for Final Shorthand Contests

The Gregg Publishing Company will furnish free of charge gold and silver medals for the winners of first and second places in all shorthand events in state or final contests. *This offer does not apply to local or district contests.* When requesting medals, be sure to state the speed of each test for which medals are to be awarded.

Description of Typing Tests

Three sets of standard typing tests have been prepared—one for local, county, or subdistrict contests; one for district or sectional contests; and one for state or final contests. The tests are similar in form and content to the former International Typewriting Contest material.

How to Order the Tests

Orders should be sent to the Gregg Publishing Company, 270 Madison Avenue, New York, and *not* to the *Gregg Writer*, or to any of our branch offices. Complete and definite

information should accompany each order. In the past, considerable difficulty in selecting the proper tests has been experienced by the Company because of indefinite information about the state contest organization. This difficulty may be eliminated if contest managers will tell us whether the tests are wanted for a local or county contest, a district or sectional contest, or for a final or state contest. The date, place, and official name of the contest should be given, as well as any other information necessary for the selection and mailing of the tests.

There is no charge for the shorthand tests or service. A nominal charge of five cents a copy is made for the typing tests, as a copy has to be supplied to each contestant. The Company has not yet arranged to serve typewriting contest committees further than by supplying them with this standard contest material at a nominal cost.

Preparing Special Tests

The Standard Tests have been prepared and published by the Company at an expenditure of considerable time and money, and it is sincerely hoped that they will meet the needs of all contest committees.

Contest committees will realize that to prepare a special set of tests for one district requires just as much time and effort as it does for all the districts. When absolutely necessary, however, the Company will undertake the preparation of a set of special tests, provided they are given sufficient time—at least six weeks—in which to do so.



Social Aims, Methods, and Results

(Concluded from page 206)

ing for salesmanship and clerical work will become a greater social service through broadened conceptions of the social aims of commercial as well as of general education, a more definite determination of objectives, more attention to guidance, improved teaching methods attuned to the purposes determined, and coöperation of business with commercial education.

Business education, whether for salesmanship, clerical work, or for the use of business service, can be made to serve not only for technical training but for an understanding of the relationships set up by the acts which workers are to perform in business; their obligations to their employer and his business; their obligations to fellow workers; their obligations to the customers of the organization and to the general public; and the social significance of all of these relationships.

Criticism of Teachers' Medal Test Specimens

By Florence E. Ulrich

To Help You in Preparing Your Own Test Paper, Which is Due January 31!

WE were sorry not to be able to give you the promised criticisms of black-board specimens last month because of lack of space, but we are giving you two pages of specimens this month, and hope that the criticisms will be not only opportune but of utility in analyzing your own specimen before submitting it this month. We should like to see every one of the ten thousand teachers using shorthand in their classes every day submit a specimen of the Medal Test. The importance of knowing how his style ranks should be of sufficient interest to prompt every teacher to enter his notes, and is of only slightly less importance than the ability to write a professional style. The shorthand teacher must be the artist, else he will never be as completely successful in his teaching of shorthand writing skill as this power otherwise would permit.

Specimen One

This specimen shows a tendency to employ a circular curve instead of the proper elliptical form. It reveals itself in such "key words" as *failure*, *discovery*, *to find*, *unhealthy*, *to be*, *line*, *in my opinion*, and *better*. Throughout the specimen the initial curvature of the *l* is incorrect, and in some instances there is also a downward trend to the character. If this one fault were eliminated the general rating of the specimen would be greatly improved—it would bring the specimen under consideration for the highest teachers' award. This illustrates the tremendous importance of detecting and eliminating a single basic fault in one's writing.

F in *failure* at the beginning of the second line could be considerably improved by employing a less circular motion. It is better in the outline further along on the same line. In both these outlines a quicker curve should be used at the beginning of *l* at the point where it crosses *f*. There is improvement in this character in line four, and while it is not perfect it more nearly approaches the correct form. Compare this with *failure* at the beginning of the second line in Specimen 2, rated as a very satisfactory form.

Other individual errors in this specimen are a too arc-like curve for *v* in *discovery* in line three, and lack of proportion as evidenced by

the short *h*. The best form for *discovery* in the specimens shown will be found in line three, Specimen 3. Our suggestion for the improvement of this specimen is greater attention to correct formation of curves. This will tend to eliminate the major deficiencies in it.

Specimen Two

Failure to write *l* correctly is an outstanding fault in Specimen 2 also, two notable exceptions being *failure*, second outline on line two, and *mental*, next to the last character, line three. The notes have a tendency to be too shallow and incorrectly curved, with not enough fullness at the beginning, and in *life* and *living* on next to the last line a hook is employed at the beginning. There is a tendency to too much roundness in the curves for *f* and *b*, note for *some*, line six, and *better* in last line. This specimen is a little slow and might be improved by dictation practice.

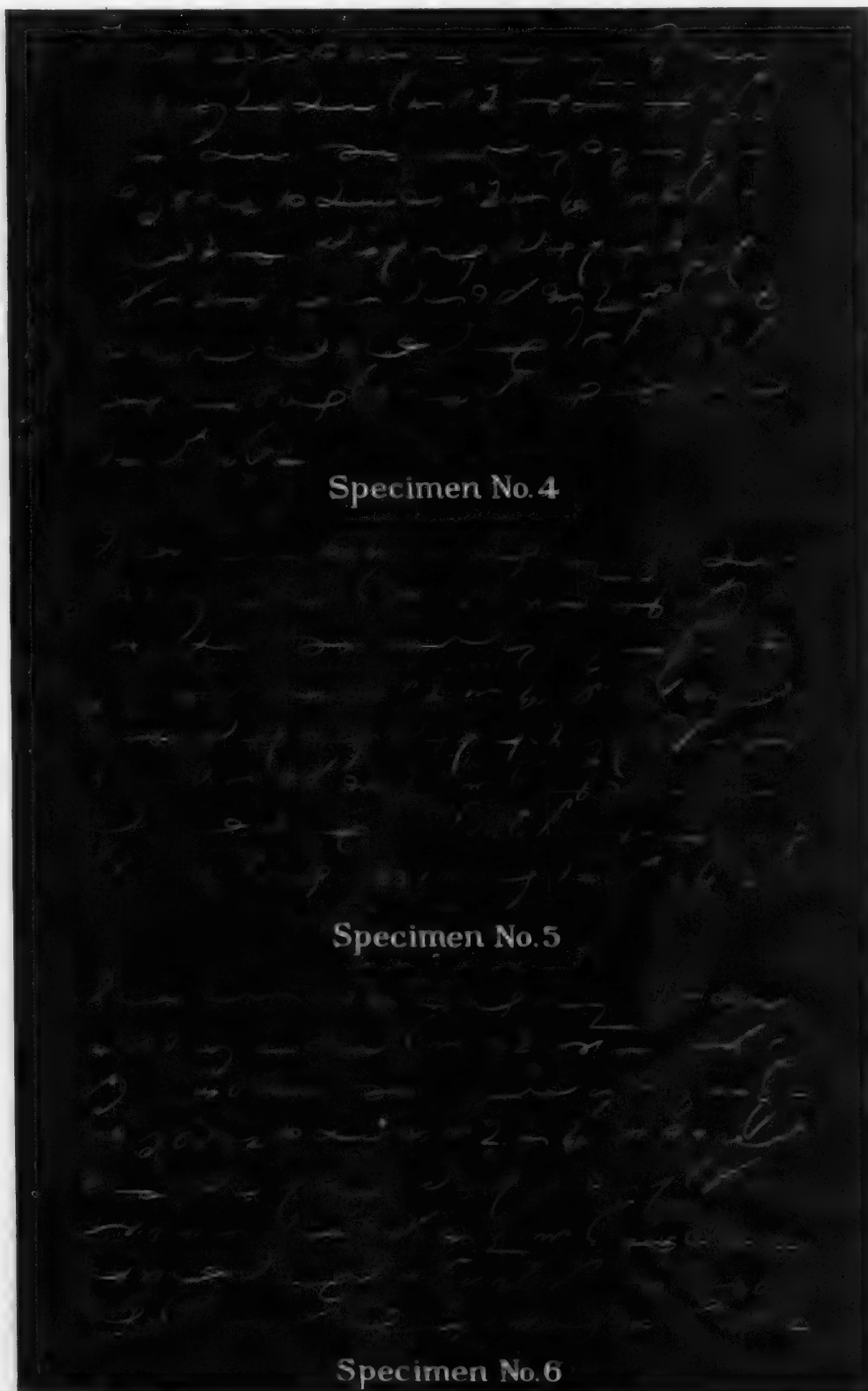
Specimen Three

Specimen 3 appears to be better from the standpoint of fluency, as evidenced by greater uniformity of slant, but there are inaccuracies of structure that need to be eliminated before it can attain the gold medal standard. For instance, there is a tendency to write *g* and *k* with a hook, see *long ago*, first line. *F* is made with an arc-like curvature in *failure*, although it is somewhat better in the word *from* on the second line. *Clever*, line five, is improperly written. *Kl* is not correctly made, and the curve for *v* does not start quickly enough. The outline might almost read *klesv*. This is better in Specimen 2, although in none of these specimens is the word written as it ought to be. *S* in *self-satisfaction*, fourth outline from the end in line four, is not uniform in slant. It is better in Specimen 2. *To be*, line five, would be improved if *t* were not retraced. The outline in Specimen 1 again is better. *Line* and *in my opinion*, in next to the last line, are better than in the preceding specimens. *O-f* in *often*, lines two and four, are incorrectly made. Compare them with the outlines given in the shorthand plates of the *Gregg Writer*. A careful analysis of individual characters and strokes in this specimen, coupled with practice to improve, should enable this

Specimen No. 1

Specimen No. 2

Specimen No. 3



writer to rank as a gold medallist. A particularly commendable feature of this style is the ability to join circles to strokes.

Specimen Four

Here we have a style that is good in fluency but slightly lacking in uniformity of length of strokes. Note the length of *l* in *learned* as compared with *l* in *failure*, line one; *r* in *failure* with *r* in *whereas*, line four. *M* in *me*, line three, with *matter*, line six. *P* in *kept*, line three, with *p* in *in my opinion*, line seven. *L* in *life* and *living* in next to the last line. Such joinings as *usually*, line two; *to find*, line four; *you will*, line seven; and *into*, line eight, are slow and too vertical in structure. *Discovery* in this specimen has three faults, lack of proportion (*k* is too short), *v* too arc-like in curvature, *e* too large. *Dangerous* is better in this than in any of the preceding specimens. *Absorbed* likewise is good. *Often* is better here than in Specimen 3, but, on the other hand, *in my opinion* is not quite so good. The tendency to broaden hooks, as in *you have*, line seven, and *of life*, line eight, detracts from the general appearance of the work.

This is another specimen written by a writer who needs to study his writing carefully, with a view to eliminating individual faults. He can write the characters correctly, as evidenced by the number of times that he does so, but the writing is not uniform throughout.

Specimen Five

I have in Specimen 5 is an especially well-made character. *Learned* is good, although it is slightly exaggerated in the effort to keep it up on a horizontal plane. This writer did not concentrate on the beginning of *l* in *long ago*, however, and he has fallen down considerably in the execution of it. *L* in *life* and *failure*, same line, do not maintain the same standard of form with which the writer started out in *learned*. The general weakness of this specimen is lack of continuity, or uniformity of writing style. *F* in *from*, line two, as compared with *f* in *failure*, immediately following, is very much better, and why there should be so much difference in the writing of these strokes in these two words is surprising. That word *success* looks like a tiny mouse hunched up in the corner contemplating the prospects! The trouble with it, and the word *gets* in the same line, is the tendency to make the curves too round.

G in *gave me*, line three, is good. *Absorbed*—we don't mean to be funny—but it reminds us of those creations "of the year '90" we were gazing at in a shop window on Fifth Avenue today! It lacks uniformity of slant. *Trying* is slow, in the same line, and too large as compared with *kept*, a few outlines back. *B* is

too nearly vertical in *to be*, line five. *Refuse*, in the same line, is poorly constructed. This outline is better in Specimen 4 and best in Specimen 6. Note the irregular spacing, in line five, between *to be* and *defeated*.

As a result of losing rhythm here this writer must be charged with errors in slant, spacing, and improper construction of *dev* at this point. Had he written this outline less consciously he would have succeeded better. *Hold* is better in this specimen than in the preceding ones because the hook is joined a little more smoothly. *Better*, next to the last word, would be improved if *b* were properly made.

Dictation practice would help this writer to acquire uniformity of slant, spacing, and formation; then we suggest a critical examination of his notes, analyzing individual strokes and characters with the purpose of correcting errors and producing a uniformly good specimen. He can do it. He already has a good style.

Specimen Six

We are inclined to regard Specimen 6 as approaching more closely a generally satisfactory specimen. There are individual faults in it, but the impression is good and a closer examination upholds one's first feeling that it is pretty good shorthand. Let us take this specimen line by line. In line one, we find the writing good up to the point of *success*, and here the hook is too large. The end of *l* is raised slightly more than is necessary in *in life*, but this is not a serious objection. *Dangerous* is perhaps the only serious offender in this line, although *failure* is a close second, due to the arc-like curvature of *f*. *Foiture* is better in the second line. *Usually* is the weakest outline in line two, and the outlines for *often* and *gets* might be improved. The hook in *often* should fit up closer to the downstroke, and *g* in *gets* should be longer and start with a quicker curve. *Discovery*, line three, is good, though here, too, *k* is proportionately too short. *Failure* is not as good in this line as it was in the second, and apparently the writer failed to lift the chalk quickly enough at the end of the outline for *mental*. The job of joining *a* in *absorbed* is not as good as in Specimen 5. *T* is a little too long and not quite vertical enough in *trying*, line four, and *to find* is slow. *S* in *self-satisfaction* is too short and hooked, and *th* in *unhealthy* is too long. Likewise, in line five, *th* is longer than it should be in *for the*, and *f* retraced too much. *Lev* in *clever* is not so well constructed as in *life*, line one; in fact, the writer has a tendency to loop the vowel too much in this combination, as evidenced by *of life*, *life*, and *living* in the last line. Note how well *defeated* is written in line five and its uniformity in slant with the characters that precede it. *Refuse* is well done also. *S* in *for*

some, line six, is too long; likewise the hooks in *you are*, *you will*, same line, are too large. The size of the hook in *most* just below is more nearly correct. *Makes* and *better* on this specimen are the best in the group of specimens shown.

Now Look at Your Own Notes

The specimens we have taken for criticism here are some of the best specimens received last year that were rated as of silver medal standard. If our criticisms of these specimens is of any help to you in developing the critical ability necessary for proper analysis of your own notes, and results in an increase of writing skill that will bring your specimen up another notch in the Teachers' Medal Test this year, it will have been worth while.

Do You Need Practice?

The best way to remedy faults of style and to correct deficiencies in construction is repeated writing of the outlines giving trouble until you can make at least three satisfactory ones consecutively; then you may feel quite sure you have mastered them.

You will do well frequently to compare your notes with those given in the magazines and textbooks, remembering always that flu-

ency is of first importance, without which the specimen cannot be rated as being even of certificate standard. With the ability to write shorthand freely comes the necessity for proper control in the execution of particular combinations, and here is where your analytical eye will be useful. Unless you yourself can see wherein your notes may be improved, you will not be able to correct them. *Write good notes and know wherein your notes are good* is a good slogan for the shorthand teacher.

Come On, Everybody!

There is no limit placed upon the number of gold and silver medals and Gold Seal Proficiency Certificates to be awarded this year, and every specimen of sufficient merit will receive the award in whatever group it ranks. Every shorthand teacher in the country should have the Proficiency Certificate in shorthand penmanship, and as many as possible should qualify for the expert medals.

Papers Due January 31!

We are looking for papers from every one of you before January 31! We are repeating the copy (page 206) to be sure you have it handy. The detailed announcement about the test appeared, as you know, in our November issue.

Not Enough Teachers

Written November 4. Last week we had a telegram from a New York State high school, asking for a commercial teacher to begin in ten days. Though we had dozens of teachers available, we did not have one with the required qualifications who was near enough for the required interview.

Let us hear from you. We may have just the right place for you, even though we have a good many available teachers who do not fit a given place. Let's cheer up. You know "there is a tide in the affairs of men." It will cease ebbing one of these days.

THE NATIONAL COMMERCIAL TEACHERS AGENCY

(A Specialty by a Specialist)

E. E. GAYLORD, Mgr.

:-:

Larcom Avenue, Beverly, Mass.

The Advanced Shorthand Class in the High School

By F. N. Haroun

Clinton Kelly High School of Commerce, Portland, Oregon

(Concluded from the December issue)

Tests and Examinations

THIS is another problem of the advanced shorthand class that has not yet been satisfactorily solved in general practice. Any scheme of tests and examinations, to be satisfactory, must be both comprehensive and workable—comprehensive, in that it must include all the factors or elements of the subject being examined, as well as the human element if that is involved in the study or practice of the subject; workable, in that it must not impose too great a burden upon either teacher or student. Our plan is built to meet this requirement.

Standards of accomplishment having been determined, carefully graded material should be selected for the tests—material representing as nearly as possible average general language difficulty, with a minimum of technical or trade terms.

Schedule of Test Speeds and Grading

Quarterly tests shall be given at speeds and consisting of number of words indicated in this schedule, material to be of approximately the stated difficulty. Grades are to be computed as shown. (See page 222.)

Dictation should be for several minutes at a time, as one- or two-minute takes do not accurately measure the student's speed.

Tests should be so graded that it would be impossible for students taking dictation at different speeds, doing work of equal quality, to receive the same grade. Provision should also be made for a difference in grade for varying transcribing speeds, for different quantities of work transcribed in a given time.

Tests should be long enough to indicate unquestionably whether or not the student is able to meet the requirements; they should count very heavily in the quarterly grade—even as much as 50 per cent. There should be dictation at both the minimum and maximum speeds allowed or expected at that stage of the course, and probably at a middle speed.

My reason for counting the quarterly test as half the quarterly grade is that the speeds of dictation during the quarter vary greatly, sometimes going quite beyond the maximum expectation; material is sometimes of greater than average difficulty; and the dictation is

intended to make the students exert themselves. Often such papers are graded so as to get a check on what is actually being done. The test, on the other hand, is intended to determine if the student is able to meet the exact requirements of speed and difficulty. The student is expected, however, to make some passing grades during the quarter, as the dictation is planned to afford sufficient opportunity for him to do so.

Because of the rather different conditions at the High School of Commerce, we have accepted a lower minimum speed of dictation than would ordinarily be considered ideal, 75 words a minute for the "B" or slow group. My own belief is that this is too low a speed even for our school, that 80 words should be the absolute minimum.

In our plan, no provision is made for a test at the end of the first quarter of Shorthand III, as that test will be chiefly from plates. For the other quarterly tests it provides dictation at three speeds, each on a different day, each containing the number of words which students are expected to be able to transcribe at the end of that quarter. Of course, the speeds for the "A" and the "B" classes are different. All three tests are checked and graded, then each student's highest grade only is counted, thus giving him credit for his maximum accomplishment. If a student is absent on one of the test days, I do not give a make-up test, but he has to take one of his other grades.

We do not give fourth-quarter tests, therefore no figures are included for it. Provision is made, however, for the four speeds in the final examination.

It may be objected that 5 words a minute is too small a difference to be really measurable. Generally speaking, that is probably true; but with carefully graded material, carefully dictated, 5 words will make a difference for most students. If we did not have ability grouping, I should use three speeds with a 10-word difference, and use a 10-point difference in the base grade. As now scheduled, say a Shorthand 4-B student, 2d quarter, transcribes the 75-word dictation. The highest possible grade at this speed is 80 per cent. Total words transcribed, 637; total errors, 13, which is 2 per cent of error; deduction

SPEED OF DICTATION								
2d Qr	3d Qr	Final Exam.	1st Qr	2d Qr	3d Qr	Final Exam.	Base Grade	Penalty
<i>Shorthand 3-B</i>			<i>Shorthand 4-B</i>					
55	60	60	65	70	70	75	75%	2% for each 1% of error
60	65	65	70	75	75	80	80%	
65	70	70	75	80	80	85	85%	
		75				90	90%	
<i>Shorthand 3-A</i>			<i>Shorthand 4-A</i>					
		70				85	85%	same
65	70	75	75	80	85	90	90%	
70	75	80	80	85	90	95	95%	
75	80	85	85	90	95	100	100%	
SYLLABIC INTENSITY								
from 1.25	1.30	1.35	1.35	1.40	1.45	1.50		
to 1.30	1.35	1.40	1.40	1.45	1.50	1.55		
APPROXIMATE NUMBER OF WORDS AT EACH SPEED								
400	450	400	550	600	650	400		

for error will therefore be 4 per cent from base grade—80 (2 per cent for each 1 per cent of error)—giving this student a grade of 76.

Accuracy requirement, not more than 3 per cent of error (3 errors for each 100 words transcribed).

Penalty for error—for each 1 per cent of error (up to 3 per cent) deduct 2 per cent from the base grade for that speed.

Any test having more than 3 per cent of error is automatically "U," regardless of speed of dictation or quantity transcribed. If a figure grade is required, deduct for each 1 per cent of error, 10 per cent from the perfect grade of 100 per cent. Thus 4 per cent of error would mean a grade of 60 per cent.

In final examinations, students are required to transcribe two speeds, and to indicate the one on which they want their grade. Therefore the number of words at each speed is less than in quarterly tests, though the total number of words transcribed may be actually greater. In grading examinations, I do not attempt to take into account the speed of transcribing. I have found it very convenient, when checking examination papers, to use one address for all letters of the same speed.

In quarterly tests, where students are required to transcribe for a certain length of time, I find it advisable and helpful to recognize number of words transcribed, as explained under Grading Transcripts.

There is some overlapping of speeds, both between quarters and in the final examination, in the "A" and "B" groups, to care for a few students who, because of program difficulties, cannot be placed in their proper group. Also, during the first quarter of Shorthand IV, teacher and students are becoming adjusted to each other, so the test speeds are left the same as the finals of the preceding term, though most of the students should be writing at the higher rates.

Thus we have a testing plan carefully graded as to speed, difficulty, number of words, and valuation of transcripts; in which it is impossible for a test at one speed to receive as high a grade as a test at the next higher

speed unless the low-rate paper is practically perfect and the higher-rate paper has a maximum of 3 per cent of error; which is as it should be.

Gregg Writer Certificates and Awards

These afford one of the finest means of motivation available to the shorthand teacher. Of course, an O. G. A. style of writing must be acquired in Shorthand I, if at all, for the advanced class is too late to do much along that line. Style is stressed in all my classes; but generally speaking, the Honorable Mention and Superior Merit writers are developed in the first term.

The *Gregg Writer* monthly Transcription Tests, however, are used in my classes just as soon as the students have acquired enough shorthand and transcribing speed and ability to take them. Students are very eager to take the tests when they find out what they are, and are properly thrilled when they receive their certificates. The awarding of the 100-word certificates, and particularly the presenting of the club prize pin, is made quite an event; and it should be, for winning this certificate on the material used for these tests is a real accomplishment, one of which students may justly feel proud. When a 120-word pin is presented, it is indeed a gala occasion; and the presenting of the 140-word medal, which happens once in a very long while, is made the occasion for public rejoicing and congratulation in an assembly.

Comment Welcome

In conclusion, I am sure the last word has not been written about methods for the advanced class in shorthand; and I am equally sure that the best methods have not yet been found. But I do feel that the plans outlined herein are steps in the right direction. Comments, suggestions, criticisms, will be welcome.

Daily Lesson Plans in Gregg Shorthand

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(Continued from the December issue)

Twenty-First Week

Unit 20

FIRST DAY

AIM—(1) To teach the method of expressing *r* following a circle vowel between a downward character like *p*, *b*, *f*, *v*, *sh*, *chay*, and *jay*, and a forward straight stroke. (2) To clarify the difference between left- and right-motion circles between a downward and a forward character by means of a comparative word drill.

REVIEW—Dictate words incorrectly written on Friday's test.

PREVIEW LETTER—This letter contains words ending or beginning with a left-motion circle—*heard*, *manner*, *teachers*, and *register*.

Dear Sir:

No doubt you have *heard* time and time again of the Academy for Boys. It has long been noted for the²⁰ excellent *manner* in which its classes are conducted, and for its famous *teachers*. It outranks all similar⁴⁰ schools in the matter of attendance.

We know you will not regret *registering* your son in our school.

Cordially yours, (60)

NOTE.—Drill for a few moments on the italicized words, pointing out that the circle vowel is reversed to express *r* when it is joined to a straight line. This is called a preview letter because in addition to review words, it contains words relating to today's presentation.

PRESENTATION SENTENCES—Note that the circle is placed *above* the next stroke after *p*, *b*, as in *burner*, *period*, *pertain*, and *burden*. In the word *burn*, point out that the word is really built on the word *earn*—*b* plus *earn*, etc.

<i>burner</i>	It is my intention to purchase an oil <i>burner</i> when I <i>earn</i> more money.
<i>period</i>	I have <i>heard</i> it maintained that this is a <i>period</i> of adjustment.
<i>pertain</i>	We haven't any definite evidence <i>pertain</i> ing to the <i>Pitten</i> case.
<i>burden</i>	The <i>burden</i> of proof lies with the one making the complaint.

NOTE.—In the following words the circle vowel is written *below* the next stroke to which it is joined.

<i>charter</i>	Please come to my residence tonight for a brief chat about the <i>charter</i> .
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<i>cheered</i>	The school <i>cheered</i> its football team on to victory.
<i>fern</i>	Our medium-sized <i>ferns</i> sell for fifty cents each.
<i>convert</i>	This box contains gems that can easily be <i>converted</i> into cash.
<i>adjourn</i>	The directors will attempt to <i>adjourn</i> the meeting early.
<i>adjourned</i>	After discussing the charter, the first meeting of the Commerce Club was <i>adjourned</i> .

ASSIGNMENT—

Review

New

- Page 1—Brief forms.
Units 18 to 1, once.
2—Words, Units 19, 18, 17, and 16, once.
3—Words Par. 162, seven times.
4—Sentences in class, three times.
5—Letters in class, three times.

SUMMARY*—(1) Sentences.

I intend to obtain an oil *burner* at a lower price elsewhere.
The Commerce Club will hold a meeting tonight *pertain*ing to the proposed *charter*.
Much trouble would be *averted* if our meetings were *adjourned* on time.
If this device works for a sustained *period*, it will be in great demand.
It was estimated that six *ferns* would be needed for the installation dinner.

(2) Letter.

Dear Sir:

Pertaining to the oil *burner* you purchased of us four months ago, we wish to call your attention to²⁰ the following items:

First, you promised to pay for the *burner* in full within a *period* of ten weeks.⁴⁰ Secondly, the *burden* of repairs was up to us only for a *period* of 90 days after installation.⁶⁰

Please *avert* future difficulties by remembering your obligations.

Very truly yours, (78)

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," Pars. 161 and 162, pages 91 and 92.

* At least 15 minutes of every period should be devoted to dictation and reading of notes.

NOTE.—To provide for continuous review, the preview letter contains review words of Unit 19; the presentation sentences contain review words of Unit 19; and the summary sentences and letter contain review words of Unit 19.

SECOND DAY

AIM—(1) To teach that between a horizontal and an upward stroke, the circle is turned with a left motion on the upward stroke to express *r* following the vowel. (2) To clarify the difference between a left-motion and right-motion circle by means of a comparative word drill.

REVIEW—Dictate words of Par. 162 assigned for today, and explain words the pupils found difficulty with.

PREVIEW LETTER—

Dear Sir:

I would like to have your opinion in writing of the *charter* for our club. I *heard* that you were not of²⁰ the same opinion as the *chairman*. Although at the time of the meeting I agreed with the chairman, I feel that⁴⁰ much trouble would be *averted* if we took a revote on the subject. Certainly it would not *hurt* the cause any.⁶⁰

Very truly yours, (64)

PRESENTATION SENTENCES—

<i>card</i>	This <i>card</i> is really a work of <i>art</i> .
<i>curt</i>	Mr. Bart remarked quite <i>curtly</i> that the meeting had not yet adjourned.
<i>garden</i>	Mr. <i>Garden</i> has been chairman of the Chamber of Commerce two years.
<i>current</i>	The farmers complained that they could not meet expenses for the <i>current</i> year.
<i>courtesy</i>	<i>Courtesy</i> is an essential factor in success.
<i>guarantee</i>	A written <i>guarantee</i> goes with each oil burner.
<i>inert</i>	The <i>inert</i> figure proved to be a heavy burden.
<i>merit</i>	Promotion in most instances depends on <i>merit</i> .
<i>lard</i>	In many recipes <i>lard</i> may be used in place of butter.
<i>alert</i>	You must be <i>alert</i> to succeed in business.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 18-11, once.	First two columns, Par. 166.
2—Words, Units 19, 18, 17, 16, once.	
3—Words	Par. 162, three times; Par. 163, seven times.
4—Sentences in class, three times.	
5—Letters in class, three times.	

NOTE.—Par. 166 is being presented as a brief-form list. Call attention of class to the fact that the *r* is omitted simply because it is not ordinarily stressed in speaking.

SUMMARY*—(1) Sentences.

I received a *card* from Mr. *Garden* this morning. I do not believe the chairman *merits* the praise given him.

We shall attempt to cut down on *current* expenses. We are always on the *alert* to recognize good work. There is no *guarantee* on silk hosiery.

* At least 15 minutes of every period should be devoted to dictation and reading of notes.

(2) Letter.

Dear Mr. *Garden*:

We are in need of a young man, *courteous* and *alert*, who has had some experience in²⁰ sales promotion—someone with a liberal education.

If you are acquainted with such a man, will you⁴⁰ kindly drop us a *card* to that effect. We know we can depend on you to recommend only such a man as⁶⁰ will *merit* the position.

Cordially yours, (68)

NOTE.—To provide for continuous review the preview letter contains review words of yesterday's presentation and Unit 8; the presentation sentences contain review words of yesterday's presentation and Unit 8; and the summary materials contain in addition to this review, review words of Unit 18.

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," pages 91, 92, and 93.

THIRD DAY

AIM—(1) To teach that, before straight lines, *s* in *ser*, *cer*, *sar*, and *th* in *ther*, *thir*, may be written contrary to the usual method of joining to express *i*. (2) To teach that the syllable *ther* is conveniently expressed by the sign for *th*. (3) To teach that the termination *worthy* is expressed by *th-e*, and *worth* by *uth*.

REVIEW—Dictate Pars. 163 and 166 assigned for today and explain any words pupils found difficulty with.

PREVIEW LETTER—

Dear Sir:

We have a beautiful selection of Christmas *cards* we would like to have you see. Each *card* is a work of²⁰ *art*. You will find our salesmen *courteous* and helpful; and our prices reasonable.

Very truly yours, (39)

PRESENTATION SENTENCES—

<i>deceit</i>	The guardian was called into court to explain his <i>deceit</i> .
<i>desert</i>	In the <i>desert</i> region you face the danger of storms.

NOTE.—Compare *deceit* and *desert*.

<i>concern</i>	This <i>concern</i> is well known for its courtesy.
<i>insert</i>	The teacher explained how to <i>insert</i> a letter into an envelope.
<i>search</i>	The <i>search</i> for the switch proved unsuccessful.
<i>third</i>	This is the <i>third</i> time the firm has sent for me this week.

<i>whether</i>	The syllable <i>ther</i> is conveniently expressed by <i>th</i> .
<i>neither</i>	We do not know <i>whether</i> or not to have the chair repaired.
<i>neither</i>	<i>Neither</i> one of them has been in our service long.

NOTE.—The left-motion *th* is used in the word *father* to distinguish it from the word *faith*.

<i>father</i>	My <i>father</i> was sent to represent his firm at the convention.
<i>bother</i>	If you consider your work a <i>bother</i> you are certain to fail in it.

NOTE.—The termination *worthy* is expressed by *thi*.
trustworthy He proved himself a *trustworthy* employee.

NOTE.—The syllable *tern* is expressed by *ten* blend.
pattern The *pattern* for the design was approved by the concern.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 18-11, once.	Par. 166, column 3, seven times.
2—Words, Units 19, 18, 17, and 16, once.	
3—Words	Par. 164, seven times.
4—Sentence in class, three times.	
5—Letters in class, three times.	

SUMMARY*—(1) Sentences.

It was the agent's motive to defraud the *concern*. Did the *search* for a more *modern* device prove fruitful?

Neither one of you is particularly devoted to your work.

This is the *third* time that you have made the same mistake.

I shall endeavor to make a new *pattern*.

(2) Letter.

Gentlemen:

One of our men called on your *concern* to repair your oil burner this morning. This is the *third* time he²⁰ called within the month.

I don't know *whether* or not you are aware of it, but you are no longer entitled to⁴⁰ free repair *service*. If you have any further trouble, we shall endeavor to help you, but there will be a small⁶⁰ charge.

Very truly yours, (64)

NOTE.—To provide for continuous review the preview and presentation sentences contain review words of Monday and Tuesday's presentation; the summary material contains review words of Unit 17.

FOURTH DAY

AIM—(1) To test knowledge of word drill of Unit 20 and phrases of Unit 19. (2) To give dictation practice. (3) To develop transcription ability.

REVIEW—Dictate Par. 164 assigned for today and clear up any difficulties pupils found with this paragraph.

TEST MATERIAL—(1) Thirty words of Par. 166 and 10 phrases of Unit 19. (2) Letter, Par. 12, page 94, Bisbee's "Dictation for Beginners," to be marked for transcription and spelling.

—or—

Rollinson's Diagnostic Test on Unit 20.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 10 to 1, once.	Par. 166, four times.
2—Words, Units 19, 18, 17, 16, once.	
3—Words	Paras. 162-164, three times.
4—Read plate on page 192 and be able to read back at 125 words a minute. Write short-hand outlines twice.	
5—"Speed Studies," Paras. 118-125, three times.	

* At least 15 minutes of every period should be devoted to dictation and reading of notes.

SUPPLEMENTARY DICTATION—Dictate Pars. 18, 19, and 20, pages 95 and 96, first at 33 words a minute and then at 40 words a minute.

FIFTH DAY

AIM—(1) To test knowledge of Units 20 and 19. (2) To give dictation practice. (3) To develop transcription ability.

READING AND DICTATION PRACTICE—Have pupils read plate assigned for today. Then dictate. Have pupils compare their outlines with those of the plates.

TEST MATERIAL—(1) Thirty words of Unit 20 and 10 words of Unit 19. (2) Letter, Par. 173, page 56, Wilson's "Progressive Dictation," to be marked for transcription and spelling.

NOTE.—If Rollinson's Diagnostic Test was used yesterday the teacher should spend this part of the period for clearing up "test troubles" (remedial teaching).

ASSIGNMENT—

Page 1—Brief forms, Unit 18, once.
2—Words, Unit 20, three times.
3—Words, Units 19, 18, 17, 16, once.
4—Letters in class twice.

SUPPLEMENTARY DICTATION—Wilson's "Progressive Dictation," Par. 172, page 55. Redictate it at a higher speed.

Twenty-Second Week

Unit 21

FIRST DAY

AIM—(1) To teach the method of expressing the prefixes for *fore*, *fur*. (2) To teach the method of expressing the suffixes *ful* and *ify*.

REVIEW—Dictate words written incorrectly on Friday's test.

PREVIEW LETTER—

Dear Mr. Preston:

Pertaining to your bill of April 15, we were surprised to note that you deducted a²⁰ discount of 10 per cent. We have been doing business with your concern for a long time and our terms have always been⁴⁰ 2 per cent off for cash.

Very truly yours, (49)

NOTE.—This letter is called a preview letter because it contains in addition to review words, words relating to today's presentation.

PRESENTATION SENTENCES—

forget Do not *forget* to put a period at the end of each sentence.

foresees If Mr. Storm could have *foreseen* the difficulties, much trouble would have been averted.

NOTE.—When *for* or *fore* is followed by a vowel, disjoin *f* close to the next character.

foreword The *foreword* of the book is certainly worth reading.

NOTE.—When *for* or *fore* is followed by *r* or *l*, form an angle after *f*.

forerunner The first storm was simply a *forerunner* of what was to come.

NOTE.—The prefix *fur* is expressed by *f*.

furniture We sell modern *furniture* only, and our terms are cash.

furnish You will be surprised to know how cheaply we can *furnish* your home.

NOTE.—The suffixes *ful* and *tly* are expressed by *f*.

thoughtful Mr. Fern proved to be a *thoughtful* guardian.

useful I am certain that you will find a thermos bottle very *useful*.

helpful You should be courteous and *helpful* at all times.

notify Please *notify* us if the search proves unsuccessful.

certify It is worth your while to have the check *certified*.

dignify The teacher was reserved and *dignified* in manner.

simplify Is there any way in which our firm can *simplify* matters for you?

ASSIGNMENT—

Page 1—Brief forms, Units 18-1, once.

2—Words, Units 20, 19, 18, 17, once.

3—Words.

4—Letters in class, three times.

5—Sentences in class, six times.

SUMMARY*—(1) Sentences.

A *certified* check cannot be returned because of lack of funds.

You will find some wonderful values in *furniture* at our June sale.

Our salesmen are always on the alert to be *helpful*. If you cannot get the check *certified* please *notify* us at once.

Do not *forget* to *furnish* us with character references.

(2) Letters.

To Whom It May Concern:

This is to *certify* that Robert Ainsworth was employed as salesman in our *furniture*²⁰ department for the past five years, and is leaving of his own accord.

We have always found him *thoughtful* in his⁴⁰ dealings with fellow salesmen, and courteous and *helpful* to his customers.

Very truly yours, (57)

* At least 15 minutes of every period should be devoted to dictation and reading of notes.

SECOND DAY

AIM—(1) To teach the method of expressing the suffixes *self* and *selves* and the suffix *age*. (2) To teach the phrases containing the words *him* and *hope*.

REVIEW—Dictate words of Unit 21 assigned for today.

PREVIEW LETTER—

Dear Sir:

This is to *notify* you that the furniture was very badly *damaged* when it finally reached here.²⁰ The shipping department should have foreseen this when the furniture was packed. *It is*, of course, unnecessary for⁴⁰ us to inform you that we expect you to stand the loss. The express company will testify as to the⁶⁰ condition of the furniture when it arrived.

Very truly yours, (71)

PRESENTATION SENTENCES—(1)

Note that *self* is expressed by *s*.

myself I *myself* will go to the bank to get the check *certified*.

yourself It was very thoughtful of you to attend to this *yourself*.

itself The medal in *itself* is not particularly valuable.

NOTE.—The word *itself* is written with a *ses* blend to distinguish it from *it is*.

(2) The suffix *selves* is expressed by the *ses* blend.

ourselves We *ourselves* could not have foreseen the present difficulties.

themselves They mentioned that they could not testify against *themselves*.

(3) The suffix *age* is expressed by *j*.

package This *package* contains a valuable piece of modern furniture.

baggage Can I be helpful in obtaining the *baggage*?

NOTE.—The vowel is omitted in *baggage* to distinguish it from the word *package*. Transcription does not always render it clear.

(4) In phrases, *him* is expressed by *m*.

to him Do not forget to give the package to *him*.

we told him We *told him* we could furnish his apartment at a very reasonable price.

(5) In phrases *hope* is expressed by *p*.

we hope We *hope* you will find the furniture satisfactory.

I hope to hear I *hope to hear* from the Star Furniture Company this week.

ASSIGNMENT—

Review

New

Page 1—Brief forms,

Units 18 to 1, once.

2—Words, Units 20, 19, 18, 17, once.

3—Words Par. 170, seven times.

4—Sentences in class, three times.

5—Letters in class, three times.

SUMMARY*—(1) Sentences.

I shall be glad to get the *package* for you, *myself*. They announced their intention of going to the dinner by *themselves*.

With the purchase of a ticket a certain amount of *baggage* is carried free of charge.

I *hope* you will find your work at the academy useful.

We *told him* that we should be glad to grant him an extension of time.

(2) Letter.

Dear Sir:

When you are ready to have your furniture packed will you permit us to attend to it *ourselves*? Our trained²⁰ men will call at your residence and make the *packages* to your satisfaction. These *packages* will then be placed⁴⁰ on our big *baggage* truck and taken to our warehouse. Could there be any more helpful service?

We *hope to hear* from⁶⁰ you soon.

Very truly yours, (65)

* At least 15 minutes of every period should be devoted to dictation and reading of notes.

SUPPLEMENTARY DICTATION—Bisbee's "Progressive Dictation," pages 97, 98, and 99.

NOTE.—To provide for continuous review the preview letter contains review words of Monday's presentation; the presentation sentences contain review words of Monday's presentation and the summary sentences and letter contain review words of Unit 19.

THIRD DAY

AIM—To teach the phrases containing the words *sorry*, *want*, *early*, *ago*, *possible*, *few*, and *sure*.

REVIEW—Dictate words of Unit 21 assigned for today.

PREVIEW LETTER—

Dear Mr. Preston:

Please let me know *as soon as* you can what you would charge for the storage of our furniture over²⁰ the summer.

I would appreciate it if you would come down yourself tonight, if *possible*, and give us an⁴⁰ estimate.

Very truly yours, (46)

PRESENTATION SENTENCES—(1)

Note that in phrases *sorry* is expressed by right-so:

<i>I am sorry</i>	<i>I am sorry</i> that you do not like the furniture.
<i>we are sorry</i>	<i>We are sorry</i> we could not send the package to you in time.

(2) In phrases *want* is expressed by the *ent* blend.

<i>we want</i>	<i>We want</i> you to notify us yourself in the event of further difficulties.
<i>if you want</i>	<i>If you want</i> to be manager, you must apply yourself unstintingly.

(3) In phrases *early* is expressed by *e*.

<i>early reply</i>	I would be grateful for an <i>early</i> reply.
<i>at an early date</i>	We expect an answer from the manager <i>at an early date</i> .

(4) In phrases *ago* is expressed by *g*.

<i>weeks ago</i>	I purchased this furniture <i>weeks ago</i> from the Star Furniture Company.
<i>a day or two ago</i>	We hoped to hear from you <i>a day or two ago</i> .

(5) In phrases *possible* is expressed by *p*.

<i>as near as possible</i>	Mr. Newton, himself, came <i>as near as possible</i> to the solution of the problem.
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(6) In phrases *few* is expressed by *f*.

<i>few days</i>	We expect a new shipment of furniture in <i>a few days</i> .
<i>few minutes</i>	The picture will begin in <i>a few minutes</i> .

(7) In phrases *sure* is expressed by *ish*.

<i>be sure</i>	<i>Be sure</i> of yourself before you attempt to improve others.
<i>we are sure</i>	<i>We are sure</i> you will understand the situation.

ASSIGNMENT—

Review

New

Page 1—Brief forms,

Units 18 to 1, once.

2—Words, Units

20, 19, 18, and 17, once.

3—Words

Par. 170, three times;

Par. 171, seven times.

4—Sentences in class, three times.

5—Letters in class, three times.

SUMMARY*—(1) Sentences.

I am sorry that I cannot get you a ticket for the school debate.

I am sure that you will be *sorry* if you resign.

We are depending on you for an *early reply* to our complaint.

We expect to revise our plans in *a few days*.

We are sure the Judge will dismiss the case because of lack of evidence.

(2) Letter.

Gentlemen:

A day or two ago I received your letter giving me several propositions in regard²⁰ to the installation of an oil burner. *I am sorry* to say that I did not like your first proposition.⁴⁰ *If you want* to modify your second proposition to read "ninety days" instead of "sixty days," I shall be⁶⁰ able to arrive at some decision. *I am sorry* that I could not answer any sooner.

Yours truly, (79)

SUPPLEMENTARY DICTATION—(1)

Bisbee's "Dictation for Beginners," pages 100, 101, 102. (2) "Gregg Speed Studies," page 106, Par. 129.

NOTE.—To provide for continuous review the preview sentences contain review words of Monday's and Tuesday's presentation; the presentation sentence contains review words of Monday's and Tuesday's presentation, and the summary sentences and letter contain review words of Unit 18.

FOURTH DAY

AIM—(1) To test knowledge of Units 21 and 20. (2) To furnish dictation practice. (3) To develop transcription ability.

REVIEW—Dictate Par. 129, page 106, "Speed Studies."

TEST MATERIAL—(1) Thirty words from Unit 21 and 10 words from Unit 20. (2) Dictate, at 35 words a minute, Par. 181, page 59, Wilson's "Progressive Dictation," to be marked for transcription and spelling.

—OR—

Rollinson's Diagnostic Test for Unit 21.

SUPPLEMENTARY DICTATION—Dictate, for oral transcription at 35 words a minute, Par. 179, page 58, and Par. 183, page 60, Wilson's "Progressive Dictation." If time permits, redictate at 35 and then 40 words a minute, to develop the pupils' speed in taking notes.

* At least 15 minutes of every period should be devoted to dictation and reading of notes.

ASSIGNMENT—

Review

Page 1—Brief forms,
Units 18 to 1,
once.

2—Words, Units 20, 19, 18.

3—Words, Unit 17, once.

4—Read plate page 95, and be able to read back in class at 125 words a minute. Write shorthand outlines twice.

5—Write Writing Practice, page 96, once.

New

Para. 170-171, three times.

SUPPLEMENTARY MATERIAL—(1) Wilson's "Progressive Dictation," pages 58 and 60. (2) Gregg Speed Studies, pages 104-106.

FIFTH DAY

AIM—(1) To give remedial drills on words incorrectly written on Thursday's test. (2) To furnish reading practice from perfect shorthand notes. (3) To give dictation practice. (4) To develop transcription ability.

REMEDIAL WORK—Take up yesterday's "test troubles" and drill on the correct outlines.

READING AND DICTATION PRACTICE—(1) Have pupils read from plate assigned for today. Then dictate the plate to them. Have them compare their shorthand with the plate. Then redictate. (2) Have pupils read Letter 17, page 107 of Speed Studies. Then dictate the letter to them. (3) Use the same procedure with Letters 18, 19, etc.—as much as you have time for during the rest of the period. Check up on posture and formation of outlines while you dictate.

SUPPLEMENTARY DICTATION—Speed Studies, pages 106, 107, 108, and 110.

ASSIGNMENT—

Page 1—Review Brief Forms, Units 18 to 1, once.

2—Review Words, Units 21-13, once.

3—Write Writing Practice, page 111, once.

4—Write letters dictated in class, once.

Twenty-Third Week

Unit 22

FIRST DAY

AIM—To present and drill upon words in which *t* is omitted after *s*.

REVIEW—Brief Forms and Phrases. Dictate brief forms of Unit 18 and phrases of Unit 21.

PREVIEW LETTER—Based on introductory brief forms in which final *t* after *s* is omitted (as in *first*, *must*, *list*, and *trust*) and reviewed words of Unit 21.

Gentlemen:

Did you forget to simplify the *first list*, which you

sent me, together with the package yesterday?²⁰ We should be grateful if you would furnish it in the future.

Of course, we can modify it ourselves, but since that⁴⁰ *must* be done by the date of delivery, and since you can do it much more easily than we can, we *trust* you⁶⁰ will do so from now on.

If, for any reason, you think that you cannot modify this *list*, will you let us know⁸⁰ by return mail?

Yours very truly, (86)

PRESENTATION SENTENCES—Based on new words of Par. 174 and review words and phrases of Unit 21. It is suggested that the new word *best* be taken up after the consideration of the brief forms italicized in the Preview Letter.

<i>best</i>	The baggage manager modified this plan in the <i>best</i> way he could.
<i>test</i>	I told him to <i>test</i> this storage battery months ago.
<i>invest</i>	I hope to hear that you will <i>invest</i> some money in this furniture company.
<i>earnest</i>	I am in <i>earnest</i> when I say that I advise you to simplify this plan.
<i>request</i>	It is our <i>earnest request</i> that you forget the experience.
<i>past</i>	We are sure you have forgotten that your bill is <i>past</i> due.
<i>just</i>	Is this plan <i>best just</i> as it is?
<i>adjust</i>	I am sure that you can <i>adjust</i> this error at an early date.
<i>insist</i>	Do you <i>insist</i> on my certifying this adjustment?
<i>consist</i>	We want this group to <i>consist</i> of your company and ourselves.
<i>cost</i>	We told him a day or two ago the <i>cost</i> of this furniture.
<i>exhaust</i>	Be sure that you will not <i>exhaust</i> your supply of paper in a few days.

ASSIGNMENT—

First Column

Page 1—Brief forms,
Units 18-1,
once.

2—Review words,
Units 21-1,
once.

3—Par. 174, seven times each.

4—Sentences in class, three times.

5—Letters in class, three times.

Second Column

Speed Studies, Par. 132,
three times.

Speed Studies, Par. 133,
three times.

SUMMARY*—(1) Sentences. Based on presented words and review words of Unit 20.

The experts *insisted* on *testing* the *best* plan for farming at the *lowest cost*.

The Guardian Trust Company will guarantee these bonds at your *request*.

Warn your concern that it is *best* not to *exhaust* the supply of leather.

Ascertain whether there will be an *adjustment* in the *cost* of this leather and *insist* upon it if it is denied.

It is our *earnest request* that you do not repeat the experience you have *just* gone through.

(2) Letter. Based on new words and review words and phrases of Unit 19.

Dear Mr. Temple:

It may be that you do not realize that your satisfaction is the *best test* of our service.²⁰ We seldom

* At least 15 minutes of every period should be devoted to dictation and reading of notes.

hear any comments on it from you. It is our *earnest request* that we retain our customers⁴⁰ by *adjusting* our service methods where necessary.

Will you not check the items on the enclosed blank which you⁶⁰ feel need *adjustment* so that we may help you further?

Sincerely yours, (72)

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," page 104, Pars. 1-9. (2) Wilson's "Progressive Dictation," page 61, Par. 185.

SECOND DAY

AIM—To present and drill upon the words in which *t* is omitted after *k*, *p*, *den*, and the exception to the rule governing the omission of final *t*, as illustrated in Par. 175.

REVIEW—Brief Forms and Phrases. Dictate brief forms of Unit 17, phrases of Unit 19, and words taught yesterday.

REVIEW LETTER—Based on review words of Par. 174, and introductory brief forms such as *effect* and *direct*.

The granting of your request was the *direct effect* of your earnest and honest work all year. We²⁰ feel that your accomplishment was one of the finest we have seen in the past ten years.

We are more than happy to⁴⁰ direct our auditors to make adjustment in your salary. We feel, in all justice to ourselves, we should add⁶⁰ that your salary would have been adjusted even if you had not asked for it.

Cordially yours, (77)

PRESENTATION SENTENCES—Based on new words of Par. 175 and review words of Par. 174.

<i>act</i>	This <i>act</i> will effect the best change.
<i>fact</i>	This <i>fact</i> will bear directly on the latest contest.
<i>exact</i>	This is an <i>exact</i> copy of his request for an adjustment in salary.
<i>elect</i>	Did you <i>elect</i> this earnest and modest young man?
<i>project</i>	This <i>project</i> will bring back the business of our oldest and largest inventors.
<i>strict</i>	This company has been very <i>strict</i> in making such adjustments in the past year.
<i>conduct</i>	His excellent <i>conduct</i> in the past made his employer overlook this act.
<i>product</i>	This <i>product</i> will consist of the finest materials.
<i>adapt</i>	This man can <i>adapt</i> himself to existing conditions.
<i>adopt</i>	The West Company will <i>adopt</i> the rest of this plan without a protest.
<i>abrupt</i>	The forest comes to an <i>abrupt</i> end near the West Shore.
<i>president</i>	The <i>president</i> insisted on an exact statement of the facts.
<i>evident</i>	It is <i>evident</i> that the artist is honest in his belief.
<i>resident</i>	The <i>resident</i> buyer requested the cost price of this merchandise.

ASSIGNMENT—

First Column

- Page 1—Brief forms, Units 18-1, once.
2—Words, Units 21-1, once.
3—Words, Par. 174, three times.
4—Sentences in class, three times.
5—Letters in class, three times.

Second Column

Par. 175, seven times.

SUMMARY*—(1) Sentences. Based on new words and review words and brief forms of Unit 18.

It is *evident* that the *strict president* will *conduct* the *election* *exactly* as it should be done.

The *residents* *adopted* this *project* in order to enlarge their other *acts*.

The *abrupt* change in the cost of this *product* is due to the quantity on hand.

It is *evident* that the *residents* *elected* this man because of his good *acts*.

This *project* will be conducted *exactly* as it should be.

(2) Letter. Based on presented words and review words and brief forms of Unit 17.

Dear Mr. *President*:

The resident buyers of this company have elected you as their head because we²⁰ feel that you will adopt a strict and exacting spirit toward the new project. We know that you are devoted to⁴⁰ our business.

It is evident to us that you will adapt yourself to the situation as it now appears⁶⁰ and will conduct it as you see fit.

We are pleased to welcome you as our head.

Cordially yours, (76)

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," page 105, sentences 1-10. (2) Wilson's "Progressive Dictation," page 61, Par. 184, and page 62, Par. 188.

* At least 15 minutes of every period should be devoted to dictation and reading of notes.

THIRD DAY

AIM—(1) To present and drill upon the words in which final *t* is not omitted after *s*, *k*, *p*, and *den*. (2) To review the Unit through Supplementary Dictation.

REVIEW—Dictate brief forms of Unit 16 and words and phrases of Unit 21.

PREVIEW LETTER—Based on words of Unit 22 in which the final *t* is omitted and with which the new words will be contrasted.

Dear Mr. West:

We have *insisted* upon your *adopting* the latest methods in selling our *product* because²⁰ we feel that it will prevent a loss of sales. We intend to be very *strict* in this matter.

We feel that we have⁴⁰ *selected* the method that will bring the *best* sales record. It is *evident* that your sales record is what counts. We⁶⁰ feel sure that you will *adapt* yourself to the new methods.

Yours very truly, (74)

(Continued on page 239)

DICTATION MATERIAL

to Shorthand Plates in *The GREGG WRITER*

This material is counted at a uniform syllable intensity of 1.40.
Each section of 20 "words" actually consists of 28 syllables.

Semaphore

From "America at Work"

(Copyright, 1915, by Joseph Husband)

Every night, at exactly eight minutes past nine the limited roars through the village. I can see it coming²⁰ several miles away, its powerful headlight fingering rails and telegraph wires with a shimmer of light.⁴⁰ Silently and slowly it seems to draw nearer; then, suddenly, it is almost above me. A wild roar of steam and⁶⁰ driving-wheels, the wail of its hoarse whistle at the crossing, and then, looming black against the night sky, it smashes past,⁸⁰ and in the swing of drivers and connecting-rods I think of a greyhound, or a race horse thundering the final stretch.¹⁰⁰ High in the cab window a motionless figure peers ahead into the night; suddenly he is blackly silhouetted¹²⁰ by the glare of the opened fire-door, and in the orange light I can see the fireman swing back and forth¹⁴⁰ as he feeds his fire. The light burns against the flying steam and smoke above; then blackness—and now the white windows of¹⁶⁰ the Pullmans flicker past, and through the swirl of dust and smoke I watch the two red lights sink down the track.

Every time¹⁸⁰ I see that black figure in the cab I wonder how far he can peer ahead into the night, and I wonder at the perfect²⁰⁰ faith that is his: faith in silent men who keep the semaphores lighted and true, and in those humble servants whose²²⁰ constant watchfulness guards him from broken rail and loosened fishplate. Last night I sat beside him.

It was not my²⁴⁰ limited that I boarded, but a faster, greater engine that helps to rush half across the continent, a train before²⁶⁰ which all others wait and all tracks are cleared. I stood with the division superintendent on the platform of²⁸⁰ the little station where it must pause for water. Beyond the yardlights its song rose clear and vibrant. With a flare of³⁰⁰ lofty headlight and the grind of brakes it was beside us, steel lungs panting heavily, a reek of oil sweating from³²⁰ heated sides.

The engineer, a torch in his hand, swung down, and we shook hands before I climbed the iron rungs to the³⁴⁰ cab. From the high windows I watched him oil and stroke the sinews of his monster. Behind, on the top of the tender,³⁶⁰ the fireman was filling the tanks with a torrent of water. Then they joined me, and in the torchlight I saw the black³⁸⁰ studded end of the boiler, like a giant cask-

head, a tangle of pipes across its face; water-gauge and steam-dial⁴⁰⁰ dimly illumined by shaded bull's-eyes. The engineer blew out the torch and climbed into his seat. Opposite him,⁴²⁰ I settled into mine, the fireman behind me.

There was the thin piping of a whistle in the cab and the⁴⁴⁰ engineer slowly opened the throttle. We were off. Rumbling and swaying, we passed the upper windows of the station.⁴⁶⁰ Telegraphers in shirt-sleeves were fingering their instruments beneath shaded lights. The chill of the frosty night air⁴⁸⁰ penetrated the cab, and I buttoned my coat about me and looked ahead into the darkness. We were gathering⁵⁰⁰ headway. A string of freight cars on a siding swept behind us; already the lights of the village were far behind.⁵²⁰ Ahead of the long body of the locomotive, extending incredibly beyond the small front windows⁵⁴⁰ of the cab, the track, hardly visible in the ray of the headlight, terminated suddenly in darkness. The⁵⁶⁰ roar of drivers and machinery was deafening. From side to side the engine rocked like a plunging derelict.⁵⁸⁰ The crashing roar grew louder, loud beyond belief, and the rocking and trembling almost threw me from the seat.

The fireman⁶⁰⁰ slid open the jaws of the fire-box, flooding the cab with light and heat. Within, the flame, white to pale daffodil⁶²⁰ in its intensity, twisted like streams of fluid in the draft. Behind the cab the black end of the tender rose⁶⁴⁰ high above my line of vision, rocking and swaying in contrary motion to the engine, like a bulldog twisting⁶⁶⁰ on a stick. Balancing on the smooth steel floor, the fireman stoked his grate-bars, his shovel feeding spots where the coal⁶⁸⁰ was thinnest. Then darkness as he closed the doors with his foot. Only the two dim lights on gauge and indicator; and⁷⁰⁰ on each side, and above, the stars racing evenly beside us. I looked down at the roadbed. It was flooding past⁷²⁰ us like a torrent.

"Green." I caught the word above the tumult.

"Green," echoes the fireman.

Far ahead, four colored lights⁷⁴⁰ gleamed like gems against the sky. Two rubies below; above, another ruby, and beside it the pale green of an⁷⁶⁰ emerald. The green light was in the upper right-hand corner of the square.

"Seventy-five to eighty." The fireman⁷⁸⁰ shouted in my ear.

"Block's clear. That green light gives us a clear track."

Already the block semaphores were behind us.⁸⁰⁰ Blinded by the rush of air, I tried to see the track ahead. Like a dark avalanche the world seemed pouring under our⁸²⁰ pilot, and beneath I felt the roadbed, at last in motion, shivering and swirling like a mill race. From under⁸⁴⁰ the engine puffs of steam shredded into fog-rift, white in the light from the round holes beneath the grate-bars. And through the⁸⁶⁰ two great circles of light projected by them, as from a stereopticon, flickered embankments, telegraph poles,⁸⁸⁰ hills and houses, like a reeling cinematograph.

"Green."

"Green," came the confirmation.

The fixed green star shone for a⁹⁰⁰ minute and flashed past.

Faintly I heard the fireman at my ear.

"Almost ninety."

Long ago the headlight had become⁹²⁰ useless except as a warning of our approach; we were past the farthest range of its illumination before⁹⁴⁰ the eye could discern what lay before us. Blind and helpless we tore on. Broken rail, a train on the crossing, or⁹⁶⁰ open switch—we would never see it. But "green" shone the light, and wholly trusting in the silent men who flashed to us their word⁹⁸⁰ of safety, we never faltered. I thought of a stalled train that might lie sleeping on our rails. But "green" was the light—their¹⁰⁰⁰ thin cry through the long night watches.

The engineer, silent, his hand fingering throttle and air-brake, sat huddled high¹⁰²⁰ on his seat. Through his goggles he watched the blackness ahead. A brief second's time to set his brakes was all he asked. Far¹⁰⁴⁰ off in the great city the chief despatcher was following our flight mile by mile, block to block. Over the wires his¹⁰⁶⁰ voice and the voices of his helpers told the rapid story of our progress. In the lonely tower at the next¹⁰⁸⁰ curve some one would flash the green beacon to our straining eyes, and report us on our way. To him others were now¹¹⁰⁰ reporting, giving him the certain knowledge that our way was safe. Keepers of the safety of our path; how perfectly¹¹²⁰ we trusted them; how great and unrewarded is their perfect service.

I looked back. Behind, the Pullmans cast steady¹¹⁴⁰ squares of light on the racing cut. Here was our freight. Sons of Mary; even more blindly they trusted, "peacefully sleeping"¹¹⁶⁰ and unaware."

Sons of Martha; they were beside me.

"Green," they chorused.

Out of the night came the instant crash of¹¹⁸⁰ the westbound express. With a blast of air and a slamming roar it seemed to brush us. It was gone.

Through a sleeping village¹²⁰⁰ we tore on with a wild hoarse cry. Darkened windows flashed reflected light. A station platform whipped past our heels; huddled¹²²⁰ groups of people pressed back against the building.

"Green!"

Like brilliant stars from a rocket gleamed a constellation at¹²⁴⁰ a double crossing. Ruby drops of fire; but the pale-green light shone

steadily above. The wheels hammered on the crossing.¹²⁶⁰

Thicker and thicker, like colored fireflies, the switchlights tangled in a maze. We were entering the city. There¹²⁸⁰ was the constant rattle of switch points, and I felt the growing murmur of the streets. On either side buildings piled up¹³⁰⁰ in shapeless walls like a canyon; there were sudden glimpses of interrupted streets, waiting street cars, and the glare of¹³²⁰ arc lights. We were slowing down.

Cleveland. The station echoed with the iron coughing of engines. Men and women surged¹³⁴⁰ between waiting trains; their voices mingled in the uproar. The departing, the returning; men staggering with bags¹³⁶⁰ and suitcases, women with little children in their arms. In the green star they trusted. (1375)

Three Interesting Business Letters Reviewing All Twelve Chapters of the Manual

Dear Mr. Justin: Six million loud-speakers proclaim the arrival of a Graf Zeppelin in America²⁰—the winning of a Kentucky Derby by Twenty Grand—the inauguration of a new President of the⁴⁰ United States.

But ten years ago there was no loud-speaker.

However, there were over two million talking machines.⁶⁰ The radio threatened to make them obsolete. Then a wide-awake manufacturer of phonographs put⁸⁰ his ear to the ground. He refused to accept the decree of obsolescence for his product. With American¹⁰⁰ skill and foresight, he directed the preparation of new improvements for his machine that made it a far better¹²⁰ instrument than the old-style talking machine.

A new and unlooked-for competition had made him a better¹⁴⁰ manufacturer, because he was an "eyes-to-the-front" man.

Just as the talking machine business was threatened ten¹⁶⁰ years ago, so is every business open to the same threat today. But the man who keeps his eyes to the front,¹⁸⁰ who grasps at opportunities offered by modern inventions and reaches for the baton of leadership that²⁰⁰ his associates fear to clutch, can turn defeat into victory.

For this man there is a magazine—*Nation's*²²⁰ *Business*. It is published for the man who wants to keep ahead of his competitor—for the man who knows that he²⁴⁰ must keep his wits sharpened in this era of relentless competition.

Nation's Business will not make you richer²⁶⁰ than an oil magnate nor more intelligent than a natural-born genius, but it will give you warning of a²⁸⁰ harsh rasp in some fundamental industry; it will point out a new use for an old product; and it will give you³⁰⁰ the foresight necessary to make plans for meeting tomorrow's upheavals and today's inconstancies.

Look over³²⁰ the sample pages of one issue of *Nation's Business* in the enclosed booklet. Note the subjects covered and³⁴⁰ the men who cover them. Then if you believe *Nation's*

Business can be of service to you, sign the enclosed card and³⁸⁰ mail it to us in the addressed envelope. We shall be glad to include you in our list of three hundred ten thousand³⁸⁰ business men readers. Very sincerely yours, (389)

Dear Sir: Have you an exact idea of the cost of a college education nowadays? We didn't have²⁰ until we obtained some accurate figures in connection with the Budget Plan of our Compound Interest Department.⁴⁰ Then we found that a fair average, for a student away from home, is fifteen hundred fifty dollars a⁶⁰ year.

That's a lot more than it cost even ten years ago. Because more money is needed, educational funds⁶⁰ are more certain of accomplishment when they are prepared far ahead. One depositor who wrote us recently¹⁰⁰ is doing just that. This letter said:

"Realizing the necessity of looking ahead and wanting my little¹²⁰ son to benefit from the great advantage that your Compound Interest Department gives, I have opened an¹⁴⁰ account for my boy, so that when he is beginning to prepare himself for life I will be able to give him¹⁶⁰ the opportunity for a college or business career."

If it costs fifteen hundred fifty dollars a year,¹⁸⁰ a complete college course will cost sixty-two hundred dollars. That is a good deal of money. However, by²⁰⁰ depositing \$18.69 every month for twenty years in the Compound Interest Department²²⁰ you will have that much. For such a fund it is most important that when you want the money you know it will be²⁴⁰ there. There is no better place, to be sure your deposits are safe, than in a First National Bank account. Compound²⁶⁰ interest for January starts on Tuesday, the fifth. Cordially yours, (273)

Dear Mrs. Jones: This letter involves a secret. It's about bath salts; not ordinary bath salts, but one that has²⁰ a bit of mystery, which will be explained in just a second.

The perfumers who make St. Denis products have⁴⁰ discovered that a two-dollar or two-dollar-fifty-cent bottle of bath salts is considered an extravagant⁶⁰ purchase by most people. So they have discontinued making the larger sizes. However, we have a few⁸⁰ bottles left, and are letting them go for *only one dollar*.

The package is exquisite in every detail;¹⁰⁰ even the box is a fascinating container with gold and black stripes. The bottle itself is more like a Grecian¹²⁰ urn. It glows with soft colors of a seafoam-like green,¹⁴⁰ violet, or shades of blue, or a shimmering pink.

And the odor—such luxury as *Les Fleurs de Jasmin*, and many¹⁶⁰ other concentrated flower scents, which develop a rich fragrance in basin or bath.

The "refined" salt itself¹⁸⁰ (a full pound) is all that science could make it—to soften the water and to make the skin like velvet; pure,²⁰⁰ antiseptic, deodorant, and stainless.

What an opportunity for yourself or for a gift! And how easy!²²⁰ All you need do is sign the enclosed blank and mail it to us.

The package is safely delivered to your door.²⁴⁰ One dollar is charged to your account.

Remember, this is a two-dollar or two-dollar-fifty-cent package for²⁶⁰ one dollar. When this small lot is gone, neither of us can purchase another ounce of this particular St. Denis²⁸⁰ package.

That makes your gift quite exclusive, and also makes it necessary to return this card promptly.³⁰⁰ Cordially yours, (303)

Some of the Brief-Form Drills

From "Dictation for Beginners"

By Edith V. Bisbee

UNIT NINE—If you will agree to represent our company in your county, I will see that you have a bigger job later²⁰ on.

I have employed several men to complete this work as soon as business opens for the season.

Mr.⁴⁰ Rogers has been employed in the express office for seven weeks. Already he has a thorough knowledge of⁶⁰ shipping by express.

The special committee received an official notice asking them to finish their study⁸⁰ of the subject early next week. The committee would not agree to this, for they want to confer with an official¹⁰⁰ representing the county and he will not be able to come before the end of the week. (117)

Roger Mason, Gridley, Oregon.

Dear Sir: I gave you an order for flour, which should have been here before this date.²⁰ The train was wrecked, and the flour was a complete loss. I am sending you another order, and hope that you will be⁴⁰ able to fill it immediately. Yours truly, (49)

UNIT TEN—Do you remember what schoolbooks Ben Curry purchased this noon? Did you charge them on the books?

I have a good position²⁰ in a store. They carry drugs and schoolbooks.

Do you wish us to charge these purchases to you, as usual?

Do⁴⁰ you remember where you bought these tools and what the store charged you for them?

Our police force is not big enough to take⁶⁰ care of all the city parks.

I wish you would question the government official about this matter and make sure⁸⁰ that you know his wishes.

I have a letter from an official representing the state government, but he does¹⁰⁰ not make his meaning clear and I cannot tell what he wishes us to do.

I shall look for you and your cousin after¹²⁰ school. Are you sure that you will be ready by that time?

One needs skill more than force to do this work.

It is usual¹⁴⁰ to give this skill through training in school.

I wish I knew where I could get a new canoe. I looked at a number¹⁶⁰ of them today, but none of them was good enough. (169)

Dudley Cook, Hudson, Minnesota.

Dear Sir: I have carried this charge against you for three months. You should be able²⁰ to pay something on it, even if you cannot settle in full at this time. I shall expect a check as soon as⁴⁰ you receive this letter. Yours truly, (46)

Murray Cutler, Buffalo, New York.

Dear Sir: I have at present none of the goods you mentioned in your order of²⁰ July 10, but all of them are ordered and will be here soon. I shall fill the order then, if this will suit you. Yours⁴⁰ truly, (42)

Dear Murray: Look for the next issue of the school paper. It will be full of news about our football team. I am²⁰ lucky to play on such a team. Your cousin, (28)

Don Murphy, Tulsa, Oklahoma.

Dear Sir: I have heard that you purchase most of the goods you carry from government²⁰ stores. If this is true, you will be in a position to give me some help. Do you care if I look over these⁴⁰ goods, and may I ask you some questions about purchasing them? Yours very truly, (54)

James Cutler, Baltimore, Missouri.

Dear Sir: Your letter asks me a number of questions about the care of the²⁰ office books. I have full charge of this matter here, but you cannot expect me to tell you everything about⁴⁰ it in one letter. If you will come to see me, I shall make it clear to you. Yours truly, (56)

A New-Style "Talent Teaser"

Decision and Action

In the January "Gregg Writer" the shorthand for this "teaser" appears with the lines in the following order: 1, 2, 7, 8, 3, 9, 13, 14, 6, 15, 16, 17, 4, 12, 11, 5, 10. *Set these numbers down in your magazine and, reading in proper numerical sequence, the shorthand message comes out as given here.*

Wise decision is a great thing; but without action, it isn't worth a nickel. If all decisions were put into²⁰ action, it would be a great world. Deserts would bloom. Peace would reign. The cry of the poor would no⁴⁰ longer be heard in the land.

We wake up some fine morning—and, oh, what great things we're going to⁶⁰ do today! Wow!! Clear the decks for action!!! Then we pick up the easiest things that lie at hand and⁴⁰ let the hard ones go. It's easy to decide. It's harder to act. Good intentions are worse than none at¹⁰⁰ all if not followed by action. A decision to do something raises us up. Lack of action lets us down¹²⁰ with a thud, and we feel a bit ashamed—like a man who starts in a race and quits cold.¹⁴⁰

Decision says: "Do it!" Action says: "It's done!" They are like propeller and rudder—take away the rudder and we¹⁶⁰ go 'round in circles.

Spring fever may hit us. Four-o'clock-i-tis may bite us. Broken arches may slow us up.¹⁸⁰ Stiff collars may choke us. A big job may worry us; but it all amounts to this:

that if we²⁰⁰ match decision with action, then all the fevers, clocks, broken arches, stiff collars, and hard jobs won't stand between us²²⁰ and the thing we're here for—accomplishment! (227)—*Cannery Notes.*

Matches

From "Youth's Companion" in "Expert Shorthand Speed Course"

(This article can be read by any student who has completed the eighth chapter of the Manual.)

One of the most useful, indeed one of the most necessary, things in the world is so cheap that no man hesitates²⁰ to ask even a stranger for it, or dreams of paying him except by the conventional "Thank you." That matches⁴⁰ have come to occupy this position is due largely to American inventive skill.

The first friction⁶⁰ matches were made and dipped by hand. They sold for about three dollars a gross. Today all matches are made and most of⁸⁰ them are dipped by machinery, and one can buy from fifty to seventy-five for a cent. Between these two methods¹⁰⁰ stretches a long line of complicated machines.

Inventors began very early to give their attention¹²⁰ to devices for making the sticks or splints cheaply. One plan after another was tried, until all finally¹⁴⁰ gave way to the ribbon method. The machine for this process is a sort of lathe, in which is placed a cylinder¹⁶⁰ of pine wood the length of seven matches. As this cylinder, previously soaked in hot water, or steamed, to¹⁸⁰ make it soft and tough, is turned slowly, a blade pares off a continuous shaving the whole length of the cylinder²⁰⁰ and the thickness of a single match. This shaving as it peels away from the log again comes in contact with cutters²²⁰ which divide it into seven strips, each as wide as a match is long.

When the ribbons have been cut into²⁴⁰ manageable length and freed from knots, a large number of them are placed in a machine like a paper cutter. The mass²⁶⁰ feeds itself forward the width of a match at a time, and the descending cutter slices through the mass, making from²⁸⁰ one hundred and twenty to one hundred and forty splints at a stroke.

The splints are now dried and sifted in partitioned³⁰⁰ sieves, the motion of which lays the matches side by side and prepares them for their places in frames, where they are dipped³²⁰ by hand.

Some of these machines will turn out from fifteen to seventeen million splints a day. Rapid and cheap as this³⁴⁰ method is, it has been replaced in America by another system in which the handwork is reduced to³⁶⁰ a minimum. The raw material in this case is two-inch white pine plank. This is first sawed into blocks the length³⁸⁰ of a match, and thoroughly dried. The blocks are clamped to the bed of a machine and cutters groove out a set of splints⁴⁰⁰ from the surface.

The splints thus cut are seized in iron clamp plates, which form an endless chain. These carry the splints across a⁴²⁰ steam-heated

drum, which warms them nearly to the temperature of the melted wax in which they are next dipped.

From the⁴⁴⁰ first order to march, these companies of wooden soldiers have no permission to halt. They move on continuously⁴⁶⁰ and evenly from the wax bath to the rollers which carry the "heading mixture"—chlorate of potash and other⁴⁸⁰ substances—and as the companies pass by, these rollers place a red or a blue cap on the head of each⁵⁰⁰ individual. The line of march continues on through a room swept by a blast of cold, dry air, which hardens the newly⁵²⁰ deposited mixture until the matches can be safely handled.

Still the companies march, until the last⁵⁴⁰ machine packs them side by side in a box placed at just the right position, and at just the right time, by another⁵⁶⁰ endless belt. (562)

Keep On—Skill Won't Reward the Quitter

From "Factors of Shorthand Speed"

By David Wolfe Brown

Late Official Reporter, U. S. House of Representatives

(This article may be read by any student who has completed the first eight chapters of the Manual.)

It scarcely need be said that the dictation should be carefully accommodated to the skill of the writer,²⁰ growing more and more rapid as 'his mental and manual facility increases. In writing from dictation,⁴⁰ it should be an invariable rule never to allow one's self to pause when a difficult or doubtful⁶⁰ word or phrase is encountered. It should be understood that whenever the rate of dictation (whatever it may⁸⁰ be) has been settled, the reader shall mercilessly proceed at that rate, and shall be no more indulgent of the¹⁰⁰ writer's occasional slowness than an actual speaker would be. Nothing can more surely lead to "a sluggish¹²⁰ mental process" or more surely delay the acquisition of speed, than for the writer to indulge the habit¹⁴⁰ of pausing and pondering upon every uncommon word, or what is still worse, suspending the dictation¹⁶⁰ in order that his doubts as to an outline may be settled by reference to a dictionary or a textbook.¹⁸⁰ "Keep on" should be the inflexible rule for writer and reader. The writer should get down the difficult words²⁰⁰ somehow, without "making a break"; and if not, better a hundred times that there should be an absolute hiatus²²⁰ in his notes, than that he should be humored by allowing him to pause and ponder—a habit which, if indulged, must²⁴⁰ disappoint the hope of ever becoming a rapid writer. Pausing and pondering upon hard words, while the²⁶⁰ dictation is accommodat- ingly retarded or suspended, will never teach one how to write such words when²⁸⁰ the speaking goes right on. (284)

Curious Clippings

When Charles Darwin was visiting the country house of a friend, the two boys of the family thought they would play a²⁰ trick on

the scientist. They caught a butterfly, a grasshopper, a beetle, and a centipede and out of these⁴⁰ evolved a strange composite insect. They took the centipede's body, the butterfly's wings, the grasshopper's legs, and⁶⁰ the beetle's head, glued them carefully together, and presented it to Darwin for identification. Darwin⁸⁰ looked at the bug and then at the boys.

"Did you notice whether it hummed when you caught it, boys?"

"Yes," they answered.

"Then,"¹⁰⁰ said Darwin, "it's a hum-bug."—*Selected* (114)

* * *

When we send it by ship, it is a cargo; and when it goes by car, it is a shipment.—*Florence Herald* (19)

Key to October O. G. A. Plate

(This copy may be written by any student who has completed the first eight chapters of the Manual.)

If man realized that each time he failed to do his best in any work that is given him to do he is cheating²⁰ his higher self, he would soon change his habits of industry. It is a much bigger thing to build a life than⁴⁰ just to make a living! Every new idea put to work and every bit of service that he gives has⁶⁰ greater value in developing character than it can possibly have in immediate cash. Most people⁸⁰ are so busy, though, in thinking about what they can get, they have little time left to think about what they can give.¹⁰⁰ What they must learn in the school of experience is that when emphasis is placed on service, income takes care of itself. (121)

Transcription Project Letter

(Supply date and name and address)

Dear Sir:

We are very anxious to have you try a bottle of Bull Dog glue, for we believe it is the best ever²⁰ put up. We have been to great expense in perfecting it, but at last we have hit upon a glue that we feel⁴⁰ sure will put it in a class by itself. That's why we want you to try it for yourself.

As we guarantee it and⁶⁰ will refund your money if you are not satisfied, you run no risk and should order a bottle right away. We⁸⁰ are making a special price of forty cents a quart delivered—ten cents less than the standard price for quart bottles¹⁰⁰—for we want you to test it on your own work.

It does not have to be heated—it is always ready to use. This¹²⁰ saves time, and time is money in a printing office with the wages you have to pay these days. The Bull Dog glue dries¹⁴⁰ quickly after being applied and is easily made thinner with a little water if it should become dry¹⁶⁰ in the bottle.

It spreads smoothly and you do not have to bother to reinforce it with cheesecloth—the Bull Dog will¹⁸⁰ hold. Nor does it get in between the leaves, and every sheet has a clean, smooth edge.

You should use the Bull Dog brand of²⁰⁰ glue because it will save you money, save time, and please customers—what further inducements do you need?

Very truly²²⁰ yours,
CENTRAL MANUFACTURING &
SUPPLY COMPANY (231)

How I Killed A Bear

By Charles Dudley Warner

Reprinted in shorthand from *Riverside Literature Series*
No. 37, by permission of Houghton
Mifflin Company, publishers

(Continued from the December issue)

I heard the bear crashing through the brush after me. Enraged at my duplicity, he was now coming¹⁴⁰⁰ on with blood in his eye. I felt that the time of one of us was probably short. The rapidity of thought at such¹⁴²⁰ moments of peril is well known. I thought an octavo volume, had it illustrated and published, sold fifty¹⁴⁴⁰ thousand copies, and went to Europe on the proceeds, while that bear was loping across the clearing. As I was cocking¹⁴⁶⁰ the gun, I made a hasty and unsatisfactory review of my whole life. I noted that, even in¹⁴⁸⁰ such a compulsory review, it is almost impossible to think of any good thing you have done. The sins¹⁵⁰⁰ come out uncommonly strong. I recollected a newspaper subscription I had delayed paying years and years¹⁵²⁰ ago, until both editor and newspaper were dead, and which now never could be paid to all eternity.¹⁵⁴⁰

The bear was coming on.

I tried to remember what I had read about encounters with bears. I couldn't recall¹⁵⁶⁰ an instance in which a man had run away from a bear in the woods and escaped, although I recalled plenty where¹⁵⁸⁰ the bear had run from the man and got off. I tried to think what is the best way to kill a bear with a gun, when you¹⁶⁰⁰ are not near enough to club him with the stock. My first thought was to fire at his head; to plant the ball between his eyes;¹⁶²⁰ but this is a dangerous experiment. The bear's brain is very small; and unless you hit that, the bear does not¹⁶⁴⁰ mind a bullet in his head; that is, not at the time. I remembered that the instant death of the bear would follow¹⁶⁶⁰ a bullet planted just back of his foreleg, and sent into his heart. This spot is also difficult to reach, unless¹⁶⁸⁰ the bear stands off, side towards you, like a target. I finally determined to fire at him generally.¹⁷⁰⁰

The bear was coming on.

The contest seemed to me very different from anything at Creedmoor. I had carefully¹⁷²⁰ read the reports of the shooting there; but it was not easy to apply the experience I had thus¹⁷⁴⁰ acquired. I hesitated whether I had better fire lying on my stomach; or lying on my back, and resting¹⁷⁶⁰ the gun on my toes. But in neither position, I reflected, could I see the bear until he was upon me.¹⁷⁸⁰ The range was too short; and the bear

wouldn't wait for me to examine the thermometer, and note the direction¹⁸⁰⁰ of the wind. Trial of the Creedmoor method, therefore, had to be abandoned; and I bitterly regretted that¹⁸²⁰ I had not read more accounts of offhand shooting.

For the bear was coming on.

I tried to fix my last thoughts upon¹⁸⁴⁰ my family. As my family is small, this was not difficult. Dread of displeasing my wife, or hurting her¹⁸⁶⁰ feelings, was uppermost in my mind. What would be her anxiety as hour after hour passed on, and I did not¹⁸⁸⁰ return! What would the rest of the household think as the afternoon passed, and no blackberries came! What would be my wife's¹⁹⁰⁰ mortification when the news was brought that her husband had been eaten by a bear! I cannot imagine¹⁹²⁰ anything more ignominious than to have a husband eaten by a bear. And this was not my only anxiety.¹⁹⁴⁰ The mind at such times is not under control. With the gravest fears the most whimsical ideas will occur.¹⁹⁶⁰ I looked beyond the mourning friends, and thought what kind of an epitaph they would be compelled to put upon the¹⁹⁸⁰ stone. Something like this:

HERE LIE THE REMAINS
OF

EATEN BY A BEAR

Aug. 20, 1877²⁰⁰⁰

It is a very unheroic and even disagreeable epitaph. That "eaten by a bear" is²⁰²⁰ intolerable. It is grotesque. And then I thought what an inadequate language the English is for compact²⁰⁴⁰ expression. It would not answer to put upon the stone simply "eaten"; for that is indefinite, and requires²⁰⁶⁰ explanation: it might mean eaten by a cannibal. This difficulty could not occur in the German, where²⁰⁸⁰ *essen* signifies the act of feeding by a man, and *fressen* by a beast. How simple the thing would be in²¹⁰⁰ German!

HIER LIEGT
HOCHWOHLGEBOREN
HERR

GEFRESSEN

Aug. 20, 1877

That explains²¹²⁰ itself. The well-born one was eaten by a beast, and presumably by a bear—an animal that has had a bad²¹⁴⁰ reputation since the days of Elisha.

The bear was coming on; he had, in fact, come on. I judged that he could²¹⁶⁰ see the whites of my eyes. All my subsequent reflections were confused. I raised the gun, covered the bear's breast with the²¹⁸⁰ sight, and let drive. Then I turned, and ran like a deer. I did not hear the bear pursuing. I looked back. The bear had stopped.²²⁰⁰ He was lying down. I then remembered that the best thing to do after having fired your gun is to reload it.²²²⁰ I slipped in a charge, keeping my eyes on the bear. He never stirred. I walked back suspiciously. There was a quiver²²⁴⁰ in the hind legs, but no other motion. Still he might be shamming: bears often sham. To make sure, I approached, and put²²⁶⁰ a ball

into his head. He didn't mind it now: he minded nothing. Death had come to him with a merciful²²⁸⁰ suddenness. He was calm in death. In order that he might remain so, I blew his brains out, and then started for home. I²³⁰⁰ had killed a bear!

Notwithstanding my excitement, I managed to saunter into the house with an unconcerned air.²³²⁰ There was a chorus of voices:

"Where are your blackberries?"

"Why were you gone so long?"

"Where's your pail?"

"I left the pail."

"Left²³⁴⁰ the pail! What for?"

"A bear wanted it."

"Oh, nonsense!"

"Well, the last I saw of it, a bear had it."

"Oh, come! You didn't²³⁶⁰ really see a bear?"

"Yes, but I did really see a real bear."

"Did he run?"

"Yes; he ran after me."

"I²³⁸⁰ don't believe a word of it. What did you do?"

"Oh! nothing particular—except kill the bear."

Cries of "Gammon!" "Don't²⁴⁰⁰ believe it!" "Where's the bear?"

"If you want to see the bear, you must go up into the woods. I couldn't bring him down²⁴²⁰ alone."

Having satisfied the household that something extraordinary had occurred, and excited the posthumous²⁴⁴⁰ fear of some of them for my own safety, I went down into the valley to get help. The great bear-hunter, who²⁴⁶⁰ keeps one of the summer boarding houses, received my story with a smile of incredulity; and the²⁴⁸⁰ incredulity spread to the other inhabitants and to the boarders as soon as the story was known. However,²⁵⁰⁰ as I insisted in all soberness, and offered to lead them to the bear, a party of forty or fifty²⁵²⁰ people at last started off with me to bring the bear in. Nobody believed there was any bear in the case; but²⁵⁴⁰ everybody who could get a gun carried one; and we went into the woods armed with guns, pistols, pitchforks, and sticks,²⁵⁶⁰ against all contingencies or surprises—a crowd made up mostly of scoffers and jeerers.

But when I led the²⁵⁸⁰ way to the fatal spot, and pointed out the bear, lying peacefully wrapped in his own skin, something like terror seized²⁶⁰⁰ the boarders, and genuine excitement the natives. It was a no-mistake bear, by George! and the hero of the²⁶²⁰ fight—well, I will not insist upon that. But what a procession that was, carrying the bear home! and what a²⁶⁴⁰ congregation was speedily gathered in the valley to see the bear! Our best preacher up there never drew anything²⁶⁶⁰ like it on Sunday.

And I must say that my particular friends, who were sportsmen, behaved very well, on the²⁶⁸⁰ whole. They didn't deny that it was a bear, although they said it was small for a bear. Mr. Deane, who is equally²⁷⁰⁰ good with a rifle and a rod, admitted that it was

a very fair shot. He is probably the best²⁷²⁰ salmon-fisher in the United States, and he is an equally good hunter. I suppose there is no person in²⁷⁴⁰ America who is more desirous to kill a moose than he. But he needlessly remarked, after he had²⁷⁶⁰ examined the wound in the bear, that he had seen that kind of a shot made by a cow's horn.

This sort of talk affected²⁷⁸⁰ me not. When I went to sleep that night, my last delicious thought was, "I've killed a bear!" (2794)

(The end)

Business Letters

From the 1931 Contest Budget

Submitted by C. F. Sellwood, Eugene, Oregon

Mr. Fred Gardiner,
c/o Aviator's Club,
Oakland, California

Dear Mr. Gardiner:

We²⁰ understand from Mr. G. F. Hobson, our mutual friend, that you have just completed purchasing a new "Skyflite"⁴⁰ Monoplane. We wish to congratulate you upon the ownership of this splendid 1931, 3-X⁶⁰-34 model, which is rightly held a triumph of aerial craftsmanship.

You have given careful⁸⁰ consideration to the purchase of this machine, demanding the best materials obtainable in body¹⁰⁰ and wings, and a motor whose dependability is unquestioned.

But have you stopped to think that the use of the¹²⁰ Globe Oil Company's "Aero-Lubricants" and "Avi-Gas" will add thousands of miles of aerial¹⁴⁰ navigation to the life of your "Skyflite" Monoplane, and keep operating costs at a minimum?

"Well," you think, "it¹⁶⁰ is quite easy to say all this, but can you prove it?"

We can.

Our Company has for years employed specialists whose¹⁸⁰ sole duty has been to perfect fuels and oils for airplanes which will "stand the gaff" no matter how terrific the²⁰⁰ speed or how gruelling the flight.

We are indeed proud to say that we are now marketing aviation petroleum²²⁰ products of such excellence that those pilots who consistently refuse to recognize any accomplishment²⁴⁰ as final in the world of aviation choose Globe Oil Aviation Products as a matter of course²⁶⁰ in their determined efforts to carry achievement in their chosen field to ever greater heights.

That is why Captain²⁸⁰ Williams used "Globe Aero-Lubricants" and "Avi-Gas" 100 per cent, on his epochal dawn-to-dusk³⁰⁰ flight. That is why six out of seven winners at the Metropolitan Air Derby used our products exclusively.³²⁰

Next time before going up 'phone our Aviation Department. We'll do the rest!

Cordially yours, (338)

You should use the Bull Dog brand of²⁰⁰ glue because it will save you money, save time, and please customers—what further inducements do you need?

Very truly²²⁰ yours,
CENTRAL MANUFACTURING &
SUPPLY COMPANY (231)

How I Killed A Bear

By Charles Dudley Warner

Reprinted in shorthand from *Riverside Literature Series*
No. 37, by permission of Houghton
Mifflin Company, publishers

(Continued from the December issue)

I heard the bear crashing through the brush after me. Enraged at my duplicity, he was now coming¹⁴⁰⁰ on with blood in his eye. I felt that the time of one of us was probably short. The rapidity of thought at such¹⁴²⁰ moments of peril is well known. I thought an octavo volume, had it illustrated and published, sold fifty¹⁴⁴⁰ thousand copies, and went to Europe on the proceeds, while that bear was loping across the clearing. As I was cocking¹⁴⁶⁰ the gun, I made a hasty and unsatisfactory review of my whole life. I noted that, even in¹⁴⁸⁰ such a compulsory review, it is almost impossible to think of any good thing you have done. The sins¹⁵⁰⁰ come out uncommonly strong. I recollected a newspaper subscription I had delayed paying years and years¹⁵²⁰ ago, until both editor and newspaper were dead, and which now never could be paid to all eternity.¹⁵⁴⁰

The bear was coming on.

I tried to remember what I had read about encounters with bears. I couldn't recall¹⁵⁶⁰ an instance in which a man had run away from a bear in the woods and escaped, although I recalled plenty where¹⁵⁸⁰ the bear had run from the man and got off. I tried to think what is the best way to kill a bear with a gun, when you¹⁶⁰⁰ are not near enough to club him with the stock. My first thought was to fire at his head; to plant the ball between his eyes;¹⁶²⁰ but this is a dangerous experiment. The bear's brain is very small; and unless you hit that, the bear does not¹⁶⁴⁰ mind a bullet in his head; that is, not at the time. I remembered that the instant death of the bear would follow¹⁶⁶⁰ a bullet planted just back of his foreleg, and sent into his heart. This spot is also difficult to reach, unless¹⁶⁸⁰ the bear stands off, side towards you, like a target. I finally determined to fire at him generally.¹⁷⁰⁰

The bear was coming on.

The contest seemed to me very different from anything at Creedmoor. I had carefully¹⁷²⁰ read the reports of the shooting there; but it was not easy to apply the experience I had thus¹⁷⁴⁰ acquired. I hesitated whether I had better fire lying on my stomach; or lying on my back, and resting¹⁷⁶⁰ the gun on my toes. But in neither position, I reflected, could I see the bear until he was upon me.¹⁷⁸⁰ The range was too short; and the bear

wouldn't wait for me to examine the thermometer, and note the direction¹⁸⁰⁰ of the wind. Trial of the Creedmoor method, therefore, had to be abandoned; and I bitterly regretted that¹⁸²⁰ I had not read more accounts of offhand shooting.

For the bear was coming on.

I tried to fix my last thoughts upon¹⁸⁴⁰ my family. As my family is small, this was not difficult. Dread of displeasing my wife, or hurting her¹⁸⁶⁰ feelings, was uppermost in my mind. What would be her anxiety as hour after hour passed on, and I did not¹⁸⁸⁰ return! What would the rest of the household think as the afternoon passed, and no blackberries came! What would be my wife's¹⁹⁰⁰ mortification when the news was brought that her husband had been eaten by a bear! I cannot imagine¹⁹²⁰ anything more ignominious than to have a husband eaten by a bear. And this was not my only anxiety.¹⁹⁴⁰ The mind at such times is not under control. With the gravest fears the most whimsical ideas will occur.¹⁹⁶⁰ I looked beyond the mourning friends, and thought what kind of an epitaph they would be compelled to put upon the¹⁹⁸⁰ stone. Something like this:

HERE LIE THE REMAINS
OF

EATEN BY A BEAR

Aug. 20, 1877²⁰⁰⁰

It is a very unheroic and even disagreeable epitaph. That "eaten by a bear" is²⁰²⁰ intolerable. It is grotesque. And then I thought what an inadequate language the English is for compact²⁰⁴⁰ expression. It would not answer to put upon the stone simply "eaten"; for that is indefinite, and requires²⁰⁶⁰ explanation: it might mean eaten by a cannibal. This difficulty could not occur in the German, where²⁰⁸⁰ *essen* signifies the act of feeding by a man, and *fressen* by a beast. How simple the thing would be in²¹⁰⁰ German!

HIER LIEGT
HOCHWOHLGEBOREN
HERR

GEFRESSEN

Aug. 20, 1877

That explains²¹²⁰ itself. The well-born one was eaten by a beast, and presumably by a bear—an animal that has had a bad²¹⁴⁰ reputation since the days of Elisha.

The bear was coming on; he had, in fact, come on. I judged that he could²¹⁶⁰ see the whites of my eyes. All my subsequent reflections were confused. I raised the gun, covered the bear's breast with the²¹⁸⁰ sight, and let drive. Then I turned, and ran like a deer. I did not hear the bear pursuing. I looked back. The bear had stopped.²²⁰⁰ He was lying down. I then remembered that the best thing to do after having fired your gun is to reload it.²²²⁰ I slipped in a charge, keeping my eyes on the bear. He never stirred. I walked back suspiciously. There was a quiver²²⁴⁰ in the hind legs, but no other motion. Still he might be shamming: bears often sham. To make sure, I approached, and put²²⁶⁰ a ball

into his head. He didn't mind it now: he minded nothing. Death had come to him with a merciful²²⁸⁰ suddenness. He was calm in death. In order that he might remain so, I blew his brains out, and then started for home. I²³⁰⁰ had killed a bear!

Notwithstanding my excitement, I managed to saunter into the house with an unconcerned air.²³²⁰ There was a chorus of voices:

"Where are your blackberries?"

"Why were you gone so long?"

"Where's your pail?"

"I left the pail."

"Left²³⁴⁰ the pail! What for?"

"A bear wanted it."

"Oh, nonsense!"

"Well, the last I saw of it, a bear had it."

"Oh, come! You didn't²³⁶⁰ really see a bear?"

"Yes, but I did really see a real bear."

"Did he run?"

"Yes; he ran after me."

"I²³⁸⁰ don't believe a word of it. What did you do?"

"Oh! nothing particular—except kill the bear."

Cries of "Gammon!" "Don't²⁴⁰⁰ believe it!" "Where's the bear?"

"If you want to see the bear, you must go up into the woods. I couldn't bring him down²⁴²⁰ alone."

Having satisfied the household that something extraordinary had occurred, and excited the posthumous²⁴⁴⁰ fear of some of them for my own safety, I went down into the valley to get help. The great bear-hunter, who²⁴⁶⁰ keeps one of the summer boarding houses, received my story with a smile of incredulity; and the²⁴⁸⁰ incredulity spread to the other inhabitants and to the boarders as soon as the story was known. However,²⁵⁰⁰ as I insisted in all soberness, and offered to lead them to the bear, a party of forty or fifty²⁵²⁰ people at last started off with me to bring the bear in. Nobody believed there was any bear in the case; but²⁵⁴⁰ everybody who could get a gun carried one; and we went into the woods armed with guns, pistols, pitchforks, and sticks,²⁵⁶⁰ against all contingencies or surprises—a crowd made up mostly of scoffers and jeerers.

But when I led the²⁵⁸⁰ way to the fatal spot, and pointed out the bear, lying peacefully wrapped in his own skin, something like terror seized²⁶⁰⁰ the boarders, and genuine excitement the natives. It was a no-mistake bear, by George! and the hero of the²⁶²⁰ fight—well, I will not insist upon that. But what a procession that was, carrying the bear home! and what a²⁶⁴⁰ congregation was speedily gathered in the valley to see the bear! Our best preacher up there never drew anything²⁶⁶⁰ like it on Sunday.

And I must say that my particular friends, who were sportsmen, behaved very well, on the²⁶⁸⁰ whole. They didn't deny that it was a bear, although they said it was small for a bear. Mr. Deane, who is equally²⁷⁰⁰ good with a rifle and a rod, admitted that it was

a very fair shot. He is probably the best²⁷²⁰ salmon-fisher in the United States, and he is an equally good hunter. I suppose there is no person in²⁷⁴⁰ America who is more desirous to kill a moose than he. But he needlessly remarked, after he had²⁷⁶⁰ examined the wound in the bear, that he had seen that kind of a shot made by a cow's horn.

This sort of talk affected²⁷⁸⁰ me not. When I went to sleep that night, my last delicious thought was, "I've killed a bear!" (2794)

(The end)

Business Letters

From the 1931 Contest Budget

Submitted by C. F. Sellwood, Eugene, Oregon

Mr. Fred Gardiner,
c/o Aviator's Club,
Oakland, California

Dear Mr. Gardiner:

We²⁰ understand from Mr. G. F. Hobson, our mutual friend, that you have just completed purchasing a new "Skyflite"⁴⁰ Monoplane. We wish to congratulate you upon the ownership of this splendid 1931, 3-X⁶⁰-34 model, which is rightly held a triumph of aerial craftsmanship.

You have given careful⁸⁰ consideration to the purchase of this machine, demanding the best materials obtainable in body¹⁰⁰ and wings, and a motor whose dependability is unquestioned.

But have you stopped to think that the use of the¹²⁰ Globe Oil Company's "Aero-Lubricants" and "Avi-Gas" will add thousands of miles of aerial¹⁴⁰ navigation to the life of your "Skyflite" Monoplane, and keep operating costs at a minimum?

"Well," you think, "it¹⁶⁰ is quite easy to say all this, but can you prove it?"

We can.

Our Company has for years employed specialists whose¹⁸⁰ sole duty has been to perfect fuels and oils for airplanes which will "stand the gaff" no matter how terrific the²⁰⁰ speed or how gruelling the flight.

We are indeed proud to say that we are now marketing aviation petroleum²²⁰ products of such excellence that those pilots who consistently refuse to recognize any accomplishment²⁴⁰ as final in the world of aviation choose Globe Oil Aviation Products as a matter of course²⁶⁰ in their determined efforts to carry achievement in their chosen field to ever greater heights.

That is why Captain²⁸⁰ Williams used "Globe Aero-Lubricants" and "Avi-Gas" 100 per cent, on his epochal dawn-to-dusk³⁰⁰ flight. That is why six out of seven winners at the Metropolitan Air Derby used our products exclusively.³²⁰

Next time before going up 'phone our Aviation Department. We'll do the rest!

Cordially yours, (338)

A Damage Suit—V

(Concluded from the December issue)

Q I am going to ask you this question—you might answer it—your wife's name is Gertrude,¹²⁶⁰ isn't it? A No, sir.

Q Was your wife's name Gertrude? A No, sir.

Q Was she named Grace? A That is¹²⁸⁰ it.

Q Did your wife, Grace, own premises 1556 Carter Avenue, Brooklyn, yes or no?¹³⁰⁰ A No, sir.

Q Did a man by the name of Henry Smith fall down in front of those premises and did you¹³²⁰ testify in an action brought by Smith against your wife, yes or no? A No, sir.

Q You say you never¹³⁴⁰ did? A No, sir.

Q Did you know about Mr. Gordon's Chevrolet car? A I knew he owned a¹³⁶⁰ Chevrolet.

Q Do you know he had many accidents with it? A I don't know.

Q Didn't you know that?¹³⁸⁰ A No, sir.

Q At any time? A No, sir.

Q Where had you been this day that this accident happened?¹⁴⁰⁰ A I had been on 15th Street and Third Avenue.

Q I asked you where you had been before the¹⁴²⁰ accident—where had you been? A I was uptown.

Q Whereabouts uptown? A Do I have to tell where¹⁴⁴⁰ I was?

THE COURT: Yes.

THE WITNESS: 39th Street and Ninth Avenue.

Q Why didn't you want to tell me? A¹⁴⁶⁰ Why should I tell where I was.

Q Why didn't you want to tell me where you had been? A I was on¹⁴⁸⁰ 39th Street and Ninth Avenue.

Q What were you doing at 39th Street? A My brother has got a¹⁵⁰⁰ fruit stand there, and I went up to see him.

Q You went up just to see your brother? A Yes.

Q Just to talk¹⁵²⁰ to him? A Yes, sir, to take some fruit home.

Q Had you gone up with this Chevrolet? A Yes, sir.

Q¹⁵⁴⁰ This man had taken you up for a ride? A Yes.

Q To get some fruit? A Yes, sir.

Q To take it¹⁵⁶⁰ home to your house? A That is right. (1566)

(The end)

Short Stories in Shorthand

Quieting One Pest

Billy, the new errand boy, answered the telephone, and a cheerful voice inquired: "What number is this?"

Billy was²⁰ in no mood for trifling questions, and replied, with some asperity: "You ought to know best, lady; you called it."—*Tit-Bits* (40)

A Misunderstanding

Professor: How many times have I told you to be to class on time?

Student: I don't know. I thought you were keeping²⁰ score.—*Dartmouth Jack o' Lantern* (25)

"Full" Coverage

Doc Bly: I see in the paper where three persons were killed in a feud.

Frankie: Those little cheap cars are dangerous.²⁰—*Selected* (22)

A Determined Man

"I told my wife that if she bobbed her hair I would leave her."

"But she bobbed it; and you're still living with her?"

"You bet I²⁰ am. I'll show her she can't bluff me."—*Houston Post-Dispatch* (29)

Sure Cure

A Scotsman crossing the ocean proved to be a bad sailor and went to see the captain of the ship to see if²⁰ he could do anything for seasickness.

"Have you got a dime?" asked the captain?

"Yes," replied the Scot.

"Well, hold it between⁴⁰ your teeth during the trip," the captain advised.—*Irish Times* (51)

Postal Savings

"Yours of the 15th received, comma—no, omit the comma; this has to go by air mail."—*The Kablegram* (19)



Digests of State Meetings

(Concluded from page 212)

THE TEACHING OF BOOKKEEPING AND ACCOUNTING: W. L. Gross, The Gregg Publishing Company, San Francisco—THE GENERAL TREND OF TYPING COURSES.

WASHINGTON EDUCATIONAL ASSOCIATION, Tacoma, October 22-23, 1931.

Speakers:

Professor Charles J. Miller, Department of Commerce, University of Washington, Seattle, and W. L. Gross, The Gregg Publishing Company, San Francisco.

The coming issue will contain news of the meeting of the Southern Commercial Teachers' Association and the National Federation convention, as well as more state digests.

Daily Lesson Plans in Gregg Shorthand

(Continued from page 229)

PRESENTATION SENTENCES—Based on review words of Unit 22 and new words.

<i>lost</i>	The loss of her book was forgotten when she <i>lost</i> her bag.
<i>fast</i>	If you face west you can see the <i>fast</i> -moving steamer.
<i>cast</i>	You may detect a defect in the case in which this iron <i>cast</i> was placed.
<i>least</i>	At <i>least</i> you can sell this product for less than we can sell ours.
<i>dust</i>	Does this <i>dust</i> on the product make it difficult to sell?
<i>missed</i>	Miss West has not <i>missed</i> the fact that the new project is completed.
<i>mixed</i>	After you mix these cards, the whole set must be <i>mixed</i> again.
<i>post</i>	It is possible to affect the manufacture of this project by <i>posting</i> a notice of its defects.
<i>coast</i>	What is the cost of this <i>coast</i> to coast hook-up?
<i>worst</i>	The president detected the <i>worst</i> defect, which was far worse than the one you found.
<i>content</i>	This product was selected because its <i>content</i> was put up in good containers.
<i>patent</i>	We are trying to get a <i>patent</i> on this pattern.

ASSIGNMENT—

- Page 1—Brief forms, Units 18-1, once.
 2—Words, Units 21-1, once.
 3—Pars. 174, 175, three times, Par. 176, seven times.
 4—Sentences, three times.
 5—Letters dictated, three times.

NOTE.—No assignment should be given unless it has been read in class by pupils or by teachers.

SUMMARY*—(1) Sentences. Based on presented words and review words and brief forms of Unit 15.

We regret that you *missed* the last *post*, which contained our latest *patent*.
 The *content* of this booklet will show you why this product is at *least* *dust*proof.
 Judge Brown *lost* the *patent* case due to the *fact* that his client did not appear.
 This *fast* *post* will get the equipment to you in at *least* one hour.
 I am *content* to permit the payment for this iron *cast* to be put off for at *least* a month.

(2) Letter. Based on new words and review words and brief forms of Unit 16.

Dear Mr. Post:

We are in receipt of your letter of Friday, August 19, in which you say you *missed* our salesman²⁰ on the West Coast. We are glad you called this to our attention, since he is displaying a product which we have⁴⁰ recently *patented*. This is guaranteed to be free from dust, and is based on sound methods of manufacture.⁶⁰

You will find that the enclosed booklet will show you the *content* of the new *cast*. We should like to have your opinion⁸⁰ on it.

May we hear from you by Wednesday?

Yours truly, (89)

* At least 15 minutes of every period should be devoted to dictation and reading of notes.

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," page 106, sentences 1-5. (2) Markett's "Word and Sentence Drills," pages 142-143, sentences 8-11. (3) Wilson's "Progressive Dictation," page 61, Pars. 186, 187.

FOURTH DAY

AIM—(1) To review Unit 22 through the reading plate. (2) To present and drill upon words in which slightly-enunciated *d* is omitted.

REVIEW—Have students read page 5 of their homework. Dictate it and have it read back each time. All perplexing questions on Unit 22 should be answered at this time.

PREVIEW LETTER—Based on review words of Unit 22 and introductory brief forms, such as *bound* and *stand*, in which the final *d* has been omitted.

Dear Mr. Post:

We understand that you have adopted a vast new patented scheme in the manufacture of²⁰ your products. We should like to know whether this new project of yours will affect us too. If you will give us some⁴⁰ information on the subject, we will be *bound* by any promises you may wish to exact from us.

We shall⁶⁰ consider it a favor if you will let us hear from you by Wednesday, October 4, at the latest.

Yours truly, (80)

PRESENTATION SENTENCES—Based on words of Pars. 178 and 179 and review words of Unit 22.

<i>abound</i>	I am bound to explore that forest which you say does not <i>abound</i> in wild game.
<i>pound</i>	The president selected a <i>pound</i> of each of your products.
<i>expound</i>	This customer will <i>expound</i> your project in distant countries.
<i>compound</i>	This <i>compound</i> must be made up exactly.
<i>intend</i>	I understand that they do not <i>intend</i> to elect you again.
<i>extend</i>	It is evident that this sale must <i>extend</i> over another week.
<i>dividend</i>	I insist on knowing what <i>dividend</i> this stock has been paying.
<i>mind</i>	We do not <i>mind</i> your erecting this building on our land.
<i>remind</i>	I wish to <i>remind</i> you that this project will affect the sale of our new product.
<i>command</i>	As a matter of fact I have no power to <i>command</i> the sales force.
<i>demand</i>	I <i>demand</i> that you try to find the money that was lost.

NOTE.—The *d* is written in the following words.

<i>commend</i>	The president will <i>commend</i> you on your selection of so common a product.
<i>contend</i>	I still <i>contend</i> that this request did not contain that phrase in it.
<i>attend</i>	I will <i>attend</i> to the manufacture of these induction tubes if you promise to attain that sales record.

ASSIGNMENT—

First Column	Second Column
Page 1—Brief forms, Units 18-1, once.	Par. 186, Groups 1, 2, 3, 5.
2—Words, Units 21-1, once.	
3—Words, Unit 22, once.	Pars. 178, 179, seven times.
4—Sentences in class, three times.	
5—Letters in class, three times.	

SUMMARY—(1) Sentences. Based on new words and review words and brief forms of Unit 14.

This cereal *compound* *abounds* in good food for your diet.

We *intend* to *extend* the time limit for the payment of the *dividend*, but it will still be paid prior to the date of its renewal.

I should like to *remind* you that this theory is not a new one, but one that will always *command* respect.

I *commend* the man upon his arduous and tedious work on the new music.

I *demand* that the various unpaid bills enclosed be paid at once or else we shall proceed to trial.

(2) Letter. Based on presented words and review words and brief forms of Unit 13.

Dear Mr. Wright:

Let me *remind* you of our new supply of wire. This wire is a *compound* of the finest metals²⁰ that any price can *command*. I know that you can use several *pounds* of it. The *dividend* you will receive in⁴⁰ satisfied customers will be worth the few cents more you pay on a *pound*.

We shall send you a *pound* for you to try.⁶⁰ We know that after one trial you will be *demanding* many pounds more.

Sincerely yours, (76)

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," page 106, sentences 1-10. (2) Wilson's "Progressive Dictation," page 64, Par. 194.

FIFTH DAY

AIM—(1) To present and drill upon words in which *d* is omitted when it immediately precedes *m* or *v*. (2) To present and drill upon the past of words in which the last letter of the primitive form is omitted.

REVIEW—Brief Forms. Dictate Par. 186, groups 1, 2, and 3.

REVIEW LETTER—Based on words of Unit 23 presented yesterday and introductory brief forms such as *advantage* and *advertise*.

Dear Sir:

Let us remind you of the advantage of advertising beyond your immediate town. The greater²⁰ your advertising extends the more business you will command, and the greater business you command the greater your⁴⁰ dividend will be from that business.

We specialize in advertising and will be pleased to attend to placing⁶⁰ your advertisement before the whole country. Why not give us a trial?

Yours very truly, (76)

PRESENTATION SENTENCES—Based on new words and review words of Unit 23.

<i>admit</i>	Do you <i>admit</i> that he may demand his dividend?
<i>admission</i>	That <i>admission</i> will demand an explanation.
<i>admirable</i>	You bought an <i>admirable</i> diamond.
<i>adverse</i>	I wish to remind you that he is working under <i>adverse</i> conditions.
<i>adventure</i>	I admit that there is great <i>adventure</i> in the business world.
<i>advocate</i>	I <i>advocate</i> the compound dividend plan.
<i>we admire</i>	We <i>admire</i> your admirable qualities.
<i>in advance</i>	We should like to have your check in <i>advance</i> of delivery.
<i>we advise</i>	We <i>advise</i> you to extend the note.
<i>contested</i>	He <i>contested</i> the command and so lost the position.
<i>insisted</i>	I <i>insisted</i> that your advocate plead not guilty.
<i>demand</i>	We <i>demand</i> that your admission be made public.
<i>extended</i>	They <i>extended</i> the time for the payment of the loan.
<i>compounded</i>	The druggist <i>compounded</i> the pills.

ASSIGNMENT—

First Column	Second Column
Page 1—Brief forms, Units 18-9, once.	Par. 186, groups 1, 2, 3, three times.
2—Words, Units 22-1, once.	Par. 186, groups 4, 5, 6, seven times.
3—Words, Pars. 178, 179, five times.	Pars. 180, 181, 182, seven times.
4—Sentences in class, three times.	
5—Letters in class, three times.	

SUMMARY—(1) Sentences. Based on review words and brief forms of Unit 12 and words presented today.

Frankly we do not care to sanction the *admission* of your adversary's *advocate*.

We *admire* him because he *insisted* upon character and experience as an *admittance* requirement to the bank.

He *demand*ed that the engine be paid for *in advance* because of his recent experience.

We *advise* you to *admonish* your young men against communicating with your *adversary* without your sanction.

We *admired* his frank way of handling the situation.

(2) Letter. Based on new words and review words and brief forms of Unit 11.

Dear Mr. Wade:

We *admire* the *advancem*ent you have made in using the full-width wheel in your wool business.

We feel²⁰ that this method cannot be *contested*, since it is so much *in advance* of any other used today. It is⁴⁰ truly an *adventure* to watch your progress in business and we earnestly *advocate* your ways of commanding⁶⁰ attention in this overcrowded field.

Very truly yours, (75)

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," page 107, sentences 1-10. (2) Markett's "Word and Sentence Drills," page 145, sentences 1-5. (3) Wilson's "Progressive Dictation," pages 63-64, Pars. 191, 195.

(To be continued next month)